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ABSTRACT

The manual presents policy and procedure guidelines for special education in British Columbia, Canada. Following an introduction and a statement of philosophy and goals, eleven topic areas are addressed: service delivery models (planning, administration, evaluation, coordination of services); division organization (Hearing Impaired and Speech Programs Branch, Indian Education Branch, Vision Services Branch); financial management system (service levels, cost factors, reporting structure, program monitoring); program guidelines (programs for severely and profoundly mentally handicapped, autistic, severe behavior problems, gifted, homebound); special health services (speech pathology); identification, assessment, and planning (screening assessment model, selection and use of tests, Individualized Education Programs); implementation/inservice; school-based administration; special programs transportation; learning assistance (resources, facilities, consultation); and funding-placement policy and procedures-severely handicapped children (provincial resource center and programs). The manual concludes with the texts of ministry policies and school legislation. (CL)

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SPECIAL PROGRAMS

A MANUAL OF POLICIES, PROCEDURES AND GUIDELINES

Province of
British Columbia
Ministry of Education

SCHOOLS DEPARTMENT
DIVISION OF SPECIAL EDUCATION
VICTORIA, B.C.

May 1985

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INTRODUCTION

INTRODUCTION

In British Columbia, as a matter of public policy, every child is entitled to an education. The Ministry of Education is the major agency through which the Government implements this policy. Specific responsibility under Section 155 of the School Act rests with locally-elected Board of School Trustees of the district in which the child is resident. The Act requires each school board to provide the basic educational program in a variety of settings, using teachers on either regular or special assignment.

Wherever possible, educational opportunities should be provided for children with special needs by the usual method of enrolling a child in a school and in a program since there is immense value to be derived from having a handicapped child participate in some of the activities of a regular classroom. Not only does the child benefit, but so do his peers. When this is not possible, alternate strategies must be developed.

The Special Education Division supports realistic and practical application of the enclosed "cascade model of service delivery to exceptional children" based upon philosophy, goals, objectives and comprehensive plans for special education.

The Special Education Division supports placement of exceptional children in the least restrictive environment according to the needs of the child and available resources.

Nevertheless, we must present the funding guidelines in a categorical manner in order to secure the necessary resources through the new Financial Management System. There has been valuable input from the field in the form of consultation, school district documents of various kinds and information from a number of associations concerned with exceptional children. The Division is grateful for the input which has contributed significantly to the production of this revised manual.

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PHILOSOPHY AND GOALS

PHILOSOPHY OF SPECIAL EDUCATION

Special education shares the basic purpose of all education: the optimal development of individuals as skillful, free, and purposeful persons, able to plan and manage life and to realize highest potential as individuals and as members of society.

The philosophy, goals and objectives of the Special Education Division rest on the following beliefs:

(a) All children should be afforded opportunities to develop their full potential.

(b) Education is a responsibility shared by the Ministry of Education, Boards of School Trustees, and parents, each having primacy for some areas of the child's education while sharing mutual responsibility in other areas.

(c) Special Education programs and services are based on the assumption that every child has the fundamental right to an education regardless of the child's disability.

(d) Individualized educational plans for children with special needs should be developed based on the child's strengths and needs rather than on generalized labels or categories.

(e) Children with special needs should be provided services within the framework of general education and in the least restrictive environment possible, within available resources, and in a setting that will allow for the achievement of their specified learning goals.

(f) Special Education is an extension of regular curriculum, modified as necessary to meet the unique needs of each student.

Specifically, the Special Education Division believes that all exceptional children should be provided with planned experiences so that each child, to the extent of his/her capacity, may:

- experience success and acceptance and develop a sense of worth
- develop respect and tolerance for others
- enjoy the act of learning as a life-long process
- acquire, use and master communication and computation skills
- develop critical and creative thinking abilities
- acquire knowledge and skills in the recreational, physical and cultural domains
- acquire knowledge and necessary skills to function effectively in a complex society
- develop the ability to cope with the changing demands of society

GOALS OF SPECIAL PROGRAMMING

The major goal of special programming is to provide continuous quality programs designed to meet the unique needs and abilities of all exceptional children in as normal an environment as possible.

All efforts related to special programming carry the responsibility for commitment to the total child to strengthen the normal aspects of his/her development.

All efforts related to meeting the needs of exceptional children carry the responsibility of attempting to meet the goals and objectives of general education as set out by the Ministry of Education and the school system. There are, however, additional goals which should be emphasized:

(a) To foster, for exceptional children, the recognition that exceptional children are first of all children, and hence can profit from a continued association with all children.

(b) To foster, for exceptional children, the provision of the least restrictive and least segregating environment which results in as normal an educational experience as possible.

- To ensure provision for a continuum of educational settings appropriate to the changing needs of individual children.

- To foster the provision of a continuum of services varying in the degree to which children are removed from the regular class.

(c) To provide exceptional children with the basic rights of education commensurate with their capabilities and needs.

- To provide educational opportunities for exceptional children notwithstanding:

  - Socioeconomic status.

  - Cultural or racial origins.

  - Physical capabilities.

  - Intellectual capabilities.

  - Emotional capabilities.

  - Geographical location.

(d) To encourage, promote and evaluate the development and provision of special services and programs which accommodate the strengths and needs of students and which take into account functional level of the children served.

(e) To foster the total development of all children by adapting the school system to their needs.

- To enlarge the capacity of the school system to serve educational needs.
- To create and maintain a total educational environment suitable for all children in cooperation with other agencies and the home.

(f) To encourage the development and provision of adequate educational support services in the schools of the Province.

- To maintain and encourage the development of high standards of curriculum for use in special programs.
- To encourage and maintain the utilization of the Core Curriculum of the Ministry of Education with appropriate modifications for meeting the needs of all exceptional children.
- To foster an awareness in others of the needs and abilities of exceptional students in order to make them accepted members of the community.
- To ensure that all exceptional children receive the best professional services available.
- To ensure that qualifications of special education teachers are constantly strengthened in accordance with recent educational developments.
- To ensure that authorities responsible for setting standards for teacher qualifications recognize that a competent teacher of exceptional children must also be able to demonstrate competency in regular education teaching and that special education teachers require additional preparation and training.
- To ensure that inservice education is constantly available to teachers of exceptional children so that they may keep abreast of new knowledge and techniques in their very sensitive field.

(g) To encourage the provision of an active program of preparation and support to all teachers so that as many exceptional student as possible may remain in regular classes or return to regular classes from special programs.

(h) To promote and establish good working relationships with parents and community agencies so that services on behalf of exceptional children are cooperative and coordinated.

(i) To assist the total educational community in accepting the responsibility for preparing itself for maximum acceptance of children with a wide range of individual differences.

(j) To promote and encourage other agencies and ministries to provide essential non-educational support services for all exceptional children.

(k) To develop accountability procedures at all levels of responsibility.

SPECIAL EDUCATION DIVISION GOALS/OBJECTIVES

To achieve their objectives the Division of Special Education will:

(a) develop necessary policies, procedures and guidelines to implement provincial legislation, policies and the financial administration related to funding of programs for exceptional children;

(b) review, monitor and evaluate educational programs and services for exceptional children; to ensure accountability to established standards, guidelines and level of resource allocations;

(c) assist school districts in the provision of all necessary special programs and special services;

(d) serve as liaison with other governmental and community agencies or organizations serving the needs of exceptional children;

(e) monitor program trends in British Columbia and other jurisdictions and provide leadership and consultation in the improvement of standards of practice;

(f) maintain a management information system on special programs in British Columbia;

(g) encourage the provision and development of appropriate curriculum adaptations and specialized materials for exceptional children;

(h) foster the professional development of teachers and administrators in school districts in relation to meeting the needs of exceptional children;

(i) assist school districts to establish and maintain appropriate program evaluation procedures.

SERVICE DELIVERY

RECOMMENDED SERVICE DELIVERY MODEL

The Ministry of Education, Division of Special Education recommends a broad continuum of service delivery be provided, extending from placement in a regular class, with no need for special education, to special education provided in settings that may be very highly specialized.

Special education programs and services should be integral to the total educational enterprise within a school district. Education for exceptional students can be provided within a broad spectrum of settings. There is general agreement that students with special educational needs should be served in regular classrooms and neighbourhood schools whenever possible. For the majority of students these arrangements are conducive to good educational progress, and the enhancement of the self-concepts. It should be noted that a small number of students may require a more highly specialized educational environment if their educational needs are to be met in a safe, secure and non-threatening and least restrictive manner.

Special program placements, particularly those involving separation from the community, school, and home life, should be made only for compelling reasons after careful study, and with the assurance that the placement is the least restrictive placement for the child.

Programs designed to provide educational opportunities for exceptional students must not be viewed as static. The measure must always be the progress of the exceptional student. For this reason all programs must contain plans to evaluate their effectiveness.

The Instructional Cascade (Reynolds and Birch, 1977, see Figure 1) proposes that regular classes be made more educationally diverse, with emphasis on moving specialized instruction into regular classroom settings. The view taken is that most students should begin their formal education in regular classes with special help. Students should be moved to specialized and limited settings only when required for their instructional program.

Several broad policies are espoused by this continuum model:

(a) to develop the capacity to conduct specialized forms of education in many settings, rather than in a few.

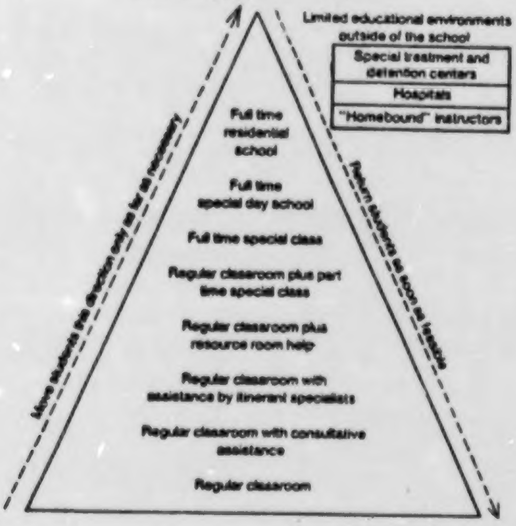
(b) to reinforce the consultancy role of specialists who must be prepared to share their expertise with other teachers, aides and parents.

(c) to develop school based responsibility for assessment, planning and instruction.

FIGURE 1

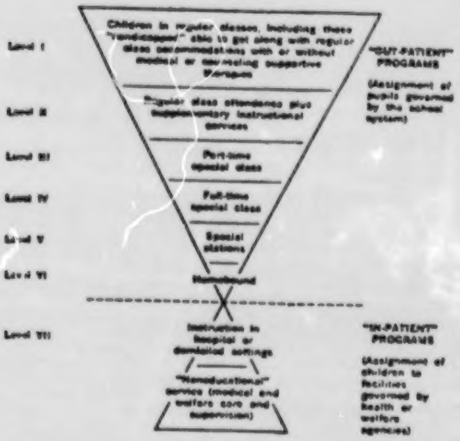
HISTORICAL PROGRESSION OF SERVICE DELIVERY MODEL

The Original Special Education Cascade


Limited educational environments
outside of the school
Special treatment and detention centers
Hospitals
"Homebound" instructors
Full time residential school
Full time special day school
Full time special class
Regular classroom plus part time special class
Regular classroom plus resource room help
Regular classroom with assistance by itinerant specialists
Regular classroom with consultative assistance
Regular classroom
Move students this direction only as far as necessary
Return students as soon as feasible

(Reynolds, 1962)

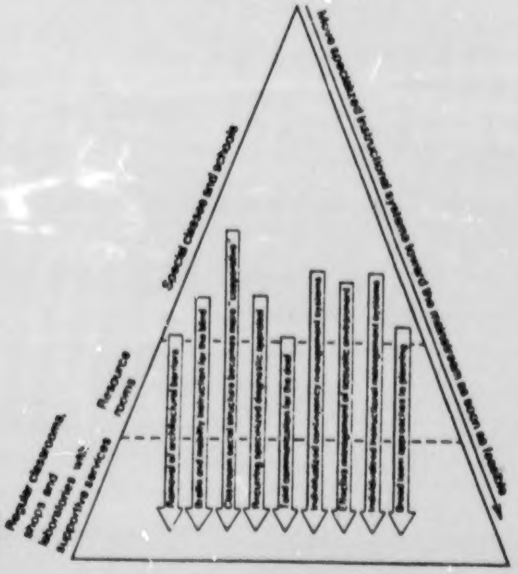
The Cascade System


Level I
Children in regular classes, including those "handicapped" able to get along with regular class accommodations with or without medical or counseling supportive therapies
Level II
Regular class attendance plus supplementary instructional services
Level III
Part-time special class
Level IV
Full-time special class
Level V
Special stations
Level VI
Homebound
Level VII
Instruction in hospital or domiciled settings
"Noneducational" service (medical and welfare care and supervision)
"OUT-PATIENT" PROGRAMS
(Assignment of pupils governed by the school system)
"IN-PATIENT" PROGRAMS
(Assignment of children to facilities governed by health or welfare agencies)

The cascade system of special education service. The tapered design indicates the considerable difference in the numbers involved at the different levels and calls attention to the fact that the system serves as a diagnostic filter. The most specialized facilities are likely to be needed by the fewest children on a long term basis. This organizational model can be applied to development of special education services for all types of disability.

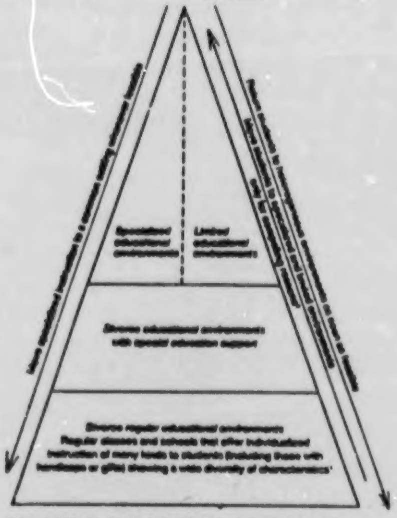
(Deno, 1970)

Changes Occurring in the Cascade (Fewer Specialized Places; More Diverse "Regular" Places)


Special classes and schools
Resource rooms
Regular classrooms, shops and laboratories with supportive services
Move specialized instructional systems toward the mainstream as soon as feasible

(Reynolds and Birch, 1977)

The Instructional Cascade


Specialized educational environments
Limited educational environments
Diverse educational environments with special education support
Diverse regular educational environments
Regular classes and schools that offer individualized instruction of many kinds to students (including those with handicaps or gifts) showing a wide diversity of characteristics*

*It is assumed that no educational "place" is impervious to change and development and that through good efforts many of the varieties of specialized and intensive forms of education can be moved into a developing mainstream.

**Here, as in the case of the original cascade, it is assumed that students should be removed from the mainstream only for limited periods and compelling reasons, that when in specialized and limited environments their progress should be monitored carefully and regularly, and that they should be returned to the mainstream as soon as feasible.

(Reynolds and Birch, 1977)

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(d) to move towards a system of student descriptions based on instructional needs rather than in terms of abstract categories.

PLANNING

Educational planning is a broad, comprehensive process which involves designing, implementing, and evaluating educational strategies. It is a continuous activity where the major purpose is: to establish program goals and objectives; to mobilize human and material resources to achieve those goals and objectives; and to evaluate the outcomes. A key element is establishing priorities. Problems must be analyzed objectively, alternatives weighed, and choices made with a sense of balance and continuity.

School districts are encouraged by the Special Education Division to develop comprehensive plans for special programs/services. The endorsement of these plans by parents, teachers, administrators and trustees is seen as critical to the success of program initiatives.

Where appropriate, adjoining school districts are encouraged to cooperate and develop joint plans for the education of their exceptional students. School districts should work cooperatively with other agencies and boards to provide appropriate education for all students from the time they are eligible to enter the public school system. It should be recognized that educational services for some exceptional students may have to be delivered in conjunction with other ministries of government.

The service delivery model must be realistic and practical. It should be provided within the least restrictive environment, which is responsive to the needs of the child and within available resources.

For the severe and profound handicapped child, it should take into consideration the required non-educational support services to ensure the safety and well-being of the child and his or her peers and teachers. Integrated approaches should not place the child, his peers or those providing services in an 'at risk' position. For example, a child who is medically at risk should receive a special education program in the environment where medical needs can be attended to in a safe manner by those who are responsible and qualified to deliver such support services.

ADMINISTRATION

The system of organization and administration developed for special education programs/services should be linked with regular education in order to:

(a) increase the capability of the total system to make responses more flexible to the changing needs of individual children and to the changing conditions in the schools and society; and

(b) permit all elements of the system to influence the policies and programs of the others.

It is recommended that an administrative organization be developed which will give exceptional children the opportunity to achieve the educational goals defined for all children. This purpose can be achieved through structures which are compatible with those employed by regular education.

The responsibility for administering special education programs/services should be clearly defined so that accountability for service effectiveness can be maintained. When services essential to the child's progress are delivered under several administrative auspices, the agent or agency responsible for treatment should be clearly identified in order to produce the most effective outcomes for the child.

The major functions commonly assigned to administrators of special education programs/services include the following:

(a) establishing and maintaining effective ways of identifying children with special needs;

(b) assessing the special needs of children to determine what kinds of special programs and services should be provided for them;

(c) planning and organizing an appropriate variety of interventions or program alternatives for exceptional children;

(d) obtaining and coordinating the resources needed to deliver a comprehensive program;

(e) directing, coordinating and providing consultation as required to guide the efforts of all those who are engaged in meeting the needs of exceptional children;

(f) involving community representatives in planning programs to ensure their understanding and support;

(g) conducting programs for staff development, such as inservice or continuing education programs.

EVALUATION

Districts should conduct evaluation and research activities to assess their services, to reflect and incorporate new knowledge for the purpose of refining and improving special programs and the quality of special services.

Districts are referred to the Evaluation of Special Programs: Resource Materials made available through the Ministry of Education.

COORDINATION OF SERVICES

Some children and their families require that services in the areas of health, recreation, and welfare, as well as in education be coordinated in order to deal effectively with their various needs. The achievement of coordinated child-centred and family-centred services can be made more effective through a cooperative interagency and interdisciplinary approach. A primary function of special education must be the liaison with other agencies and organizations. This approach will not only encourage a consistent effort on the part of all concerned but will also provide for joint establishment of the priorities and respective responsibilities for meeting these needs. It is essential to ensure that all participants in the agreement meet their legal and statutory responsibilities.

The field of special education probably has more participation by citizen-consumers than any other aspect of education. This experience confirms that education leaders should continue to seek expanded opportunities for the involvement of parents and other community representatives in all phases of programs for exceptional children.

As long as exceptional children need comprehensive services, schools should be actively concerned with the problem of how such services can best be provided. Since the availability of comprehensive services is related to the purposes of education for exceptional children, schools should establish whatever structures are needed to create a genuine partnership with parents and community organizations in designing and implementing educational programs.

DIVISION ORGANIZATION

SPECIAL EDUCATION DIVISION - MANAGEMENT/ADMINISTRATION

The Division of Special Education was established within the Ministry of Education to give the education of exceptional children a very clear and identifiable focus. The Division has the responsibility for the development, implementation and communication of Provincial policies designed to ensure the provision of appropriate programs for exceptional children in British Columbia public schools.

The Management/Administration Branch of this division has the responsibility for approving special education funding allocations in support of school districts' special education programs according to provincial legislation and regulations and the Financial Management System.

This component of the Division also holds general accountability for the review, assessment and evaluation of existing and proposed special programs and services within the school districts of the province. It also holds general supervisory responsibility for professional staff, support staff and facilities in the Division of Special Education of the Ministry.

In addition, the Division provides liaison with other ministries, parents, professional organizations, agencies and individuals. It encourages effective leadership, innovative strategies and a high degree of responsiveness related to the needs of exceptional children throughout the province.

SPECIAL EDUCATION ADMINISTRATION BRANCH

This Branch is responsible for the management of funding, data and information systems, liaison with other human service ministries and participation in development, implementation and monitoring of interministerial programs.

HEARING IMPAIRED AND SPEECH PROGRAMS BRANCH

The Hearing Impaired and Speech Programs Branch provides leadership in all areas of hearing impairment including school district programs and Jericho Hill School for the Deaf.

The Branch plays a key role in relation to liaison/advisory functions for the Ministry and is responsible for encouraging and assisting school district personnel to organize and evaluate programs for the hearing and/or speech impaired and to advise on necessary support services.

INDIAN EDUCATION BRANCH

The provincial Indian Education program is provided above and beyond the regular programs for and about Indian people. The program is delivered through local school districts and reflects local needs. Program components include Indian languages, curriculum development, native paraprofessional workers, alternative and preventative programs that will assist native students to be successful in school.

SPECIAL EDUCATION PROGRAMS BRANCH

This Branch provides leadership throughout the province in all aspects of the education of exceptional children. This includes development, implementation, maintenance, coordination and assessment of educational programs for exceptional children in all public schools and other facilities supported by the Ministry of Education.

VISION SERVICES BRANCH

The Vision Services Branch provides leadership in all areas of visual impairment including the deaf-blind.

The Branch acts in a liaison/advisory role for the Ministry and is responsible for ongoing consultation and assistance to school districts in developing, implementing and evaluating programs for the visually impaired and deaf-blind students of the Province. This would include the placement of some deaf-blind students in a specialized program at the W. Ross Macdonald School in Brantford, Ontario.

COORDINATORS/DIRECTORS

The services of program coordinators and directors in the following areas are available from the Division of Special Education:

Victoria:

Management/Administration/Funding
Rehabilitation/Learning Assistance/Learning Disabilities
Enrichment and Gifted Education
Mentally and Physically Handicapped and Autistic
Indian Education

Ministry of Education
Division of Special Education
Parliament Buildings
Victoria, B.C.
V8V 2M4

Phone: 387-4611 local 205

Vancouver:

Hearing Impaired Speech Programs
Hearing Impaired Programs
Speech Impaired
Jericho Hill School

Ministry of Education
Division of Special Education
4196 West 4th Avenue
Vancouver, B.C.
V6R 4J5

Phone: 224-4384
TDD: 224-6115

Principal
Jericho Hill School
Ministry of Education
4125 West 8th Avenue
Vancouver, B.C.
V6R 1Z7

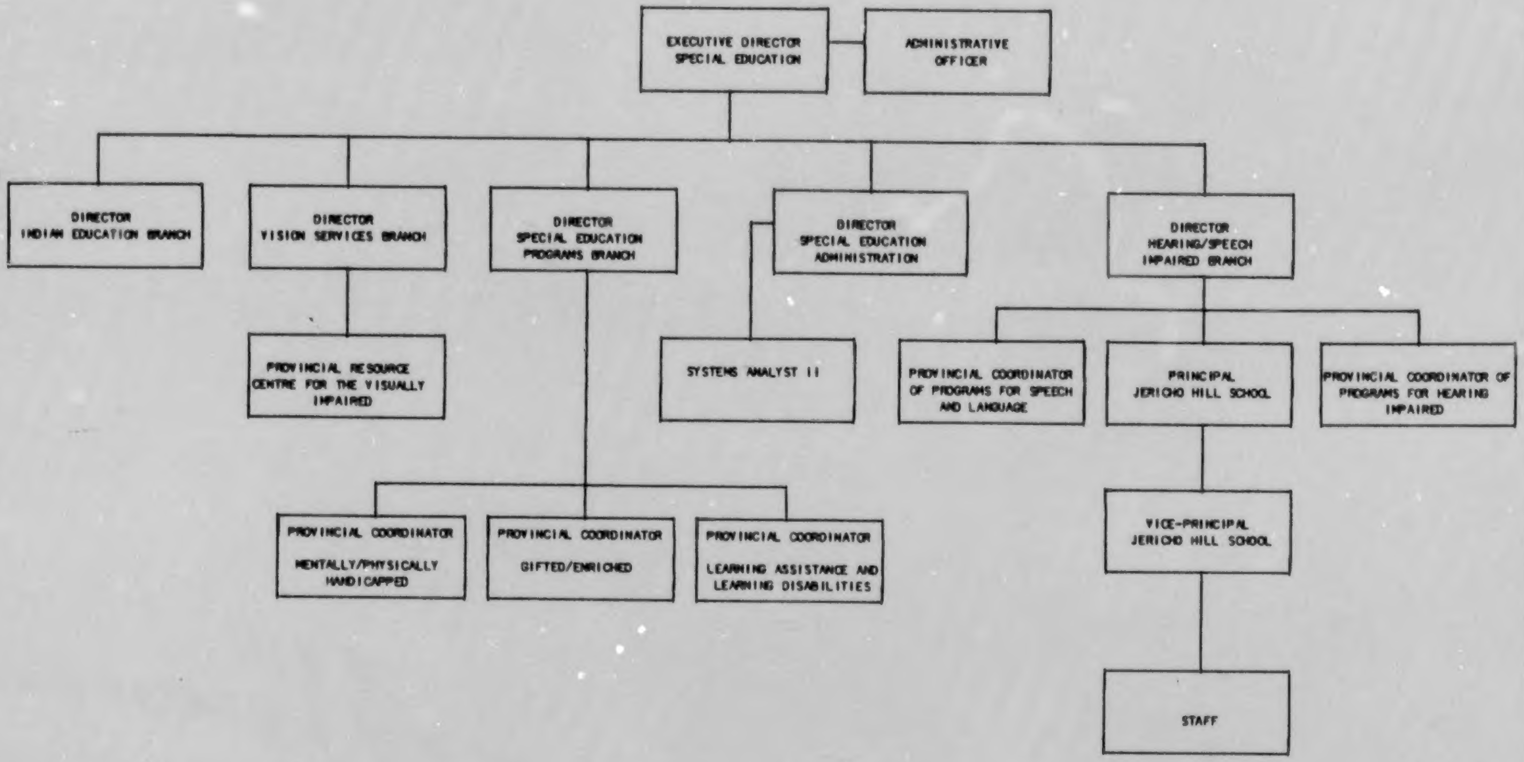
Phone: 224-1331

Visually Impaired Programs
Provincial Resource Centre for the Visually Impaired
Deaf-Blind Program

Ministry of Education
Division of Special Education
4196 West 4th Avenue
Vancouver, B.C.
V6R 4J5

Phone: 224-2355

SCHOOLS DEPARTMENT
SPECIAL EDUCATION DIVISION


EXECUTIVE DIRECTOR
SPECIAL EDUCATION
ADMINISTRATIVE OFFICER
DIRECTOR INDIAN EDUCATION BRANCH
DIRECTOR VISION SERVICES BRANCH
PROVINCIAL RESOURCE CENTRE FOR THE VISUALLY IMPAIRED
DIRECTOR SPECIAL EDUCATION PROGRAMS BRANCH
PROVINCIAL COORDINATOR MENTALLY/PHYSICALLY HANDICAPPED
PROVINCIAL COORDINATOR GIFTED/ENRICHED
PROVINCIAL COORDINATOR LEARNING ASSISTANCE AND LEARNING DISABILITIES
DIRECTOR SPECIAL EDUCATION ADMINISTRATION
SYSTEMS ANALYST II
DIRECTOR HEARING/SPEECH IMPAIRED BRANCH
PROVINCIAL COORDINATOR OF PROGRAMS FOR SPEECH AND LANGUAGE
PRINCIPAL JERICHO HILL SCHOOL
VICE-PRINCIPAL JERICHO HILL SCHOOL
STAFF
PROVINCIAL COORDINATOR OF PROGRAMS FOR HEARING IMPAIRED

FINANCIAL MANAGEMENT SYSTEM

SPECIAL PROGRAMS FUNDING

The Financial Management System (FMS) is based on provincially established definitions of educational activity which generate consistent funding for these activities in all school districts. At the same time it permits sufficient flexibility to accommodate varying local conditions and service delivery systems.

The **major features** of the FMS are:

(a) Financial planning by school districts will be on a major program basis. While districts may choose to budget and fund on a more detailed program level, the provincial system will utilize as simple and generalized a program structure as possible, while ensuring that the objectives of the system are met.

(b) Both the quantity of the service being delivered and the costs of delivering the service will be utilized in establishing expenditure levels.

(c) Because external economic factors can generate financial problems for the educational system, the systems have been developed to recognize these, and can be adjusted as required.

(d) In place of a system of automatic indexing to reflect and maintain the cost of the status-quo, financial targets will be specifically set for the next several years.

(e) Levels of service will be set in accordance with educational criteria, wherever practical to do so.

(f) School boards will be able to decide on the specific amount of resources to be utilized on each program, but within a general framework which establishes general service levels for the province.

(g) The accounting systems used by school boards will be modified to conform to the new budgetary structures. School board financial statements will reflect decisions about the funding provided to each program area.

The **components** of the FMS are:

(a) An improved information system which requires districts to submit fewer forms less often, with as little duplication as possible, in reporting on their finances and operations.

(b) A fiscal framework system which sets the amount required to provide a basic educational service in each school district. This system uses a combination of provincially established standards (service levels) and provincially acceptable costs (costing system) to establish the financial framework within which every district's budget must fit.

(c) A new budgeting system which requires districts to show projected revenues and expenditures by educational activity.

(d) A continued use of the new funding system (introduced in 1982) under which every district receives at least 60% of the funds required for its approved budget through taxes collected by the Province (and as much as 95%), depending on the district's ability to raise school taxes.

(e) A new accounting system which utilizes the program budget structure as its base and which will be used by all districts to record actual expenditures and revenues, and to produce year-end audited financial statements.

Service Levels

The service levels represent the required amount of resources to cover each program area of the budget. It is possible under this system for every district to provide the equivalent of these levels of service. However, to do so costs have to be kept in line with those described in the costing system.

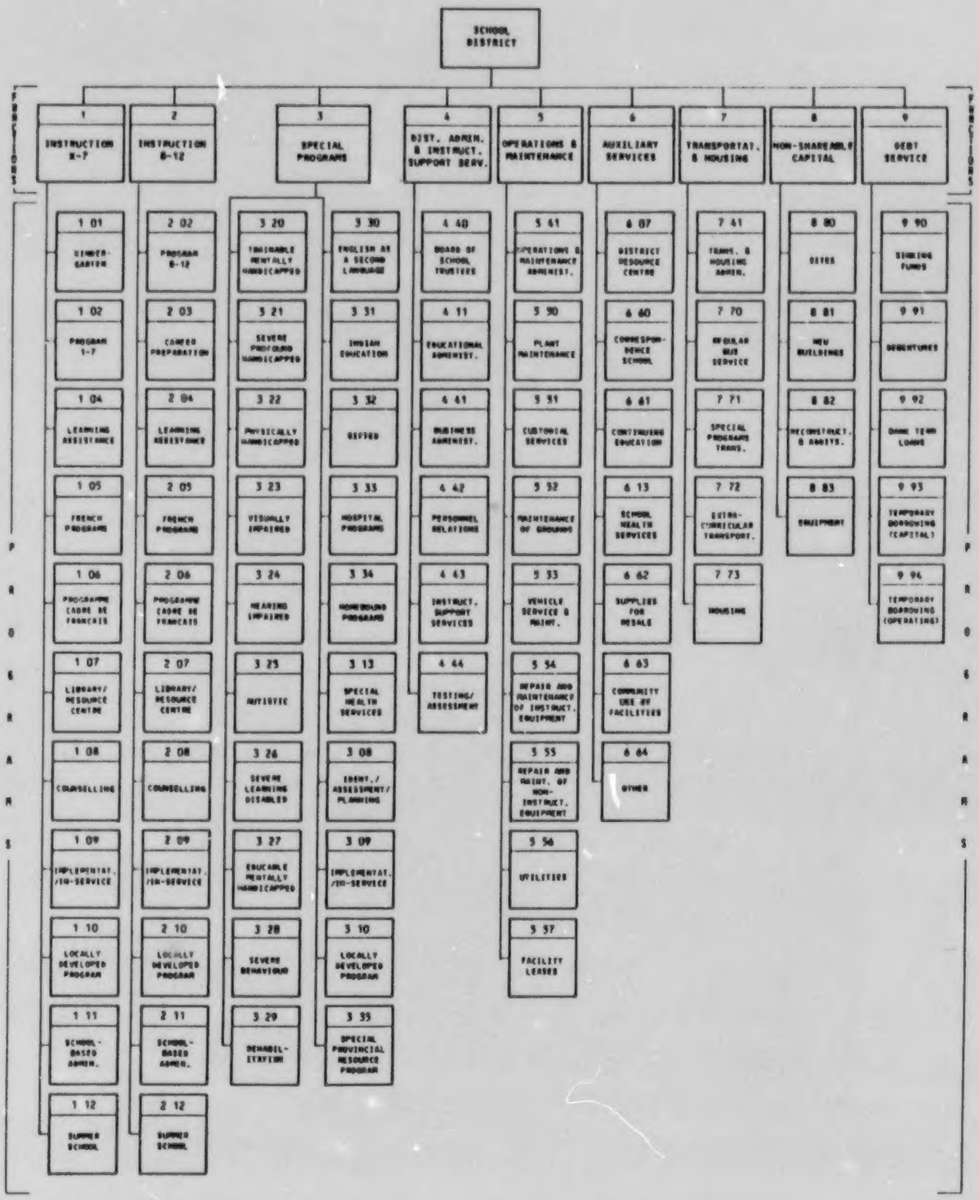
Cost Factors

The cost factors describe the major "cost-drivers" in the system. Aside from enrolment, by far the most important factors used are the district and provincial average teachers' salaries. Many service levels are described in terms of the staffing resources needed to provide the service. The service level for any program, combined with the corresponding cost factor yields the number of dollars in the fiscal framework that could be used by the district to deliver the program. A similar calculation is completed for every program in the districts' budget. Results are summed across all districts to arrive at the provincial fiscal framework.

N.B. Detailed information and procedures relating to the FMS have been communicated to Superintendents of Schools and Secretary-Treasurers. The budget and accounting manual and forms have also been distributed.

The budget structure consists of nine functions which are sub-divided into programs as follows:

REPORTING STRUCTURE FOR
OPERATING BUDGET EXPENDITURES


SCHOOL DISTRICT
FUNCTIONS
1 INSTRUCTION K-7
2 INSTRUCTION 8-12
3 SPECIAL PROGRAMS
4 DIST. ADMIN. & INSTRUCT. SUPPORT SERV.
5 OPERATIONS & MAINTENANCE
6 AUXILIARY SERVICES
7 TRANSPORTAT. & HOUSING
8 NON-SHAREABLE CAPITAL
9 DEBT SERVICE
PROGRAMS
1 01 KINDER-GARTEN
1 02 PROGRAM 1-7
1 04 LEARNING ASSISTANCE
1 05 FRENCH PROGRAMS
1 06 PROGRAMME CADRE DE FRANCAIS
1 07 LIBRARY/ RESOURCE CENTRE
1 08 COUNSELLING
1 09 IMPLEMENTAT. /IN-SERVICE
1 10 LOCALLY DEVELOPED PROGRAM
1 11 SCHOOL-BASED ADMIN.
1 12 SUMMER SCHOOL
2 02 PROGRAM 8-12
2 03 CAREER PREPARATION
2 04 LEARNING ASSISTANCE
2 05 FRENCH PROGRAMS
2 06 PROGRAMME CADRE DE FRANCAIS
2 07 LIBRARY/ RESOURCE CENTRE
2 08 COUNSELLING
2 09 IMPLEMENTAT. /IN-SERVICE
2 10 LOCALLY DEVELOPED PROGRAM
2 11 SCHOOL-BASED ADMIN.
2 12 SUMMER SCHOOL
3 20 TRAINABLE MENTALLY HANDICAPPED
3 21 SEVERE PROFOUND HANDICAPPED
3 22 PHYSICALLY HANDICAPPED
3 23 VISUALLY IMPAIRED
3 24 HEARING IMPAIRED
3 25 AUTISTIC
3 26 SEVERE LEARNING DISABLED
3 27 EDUCABLE MENTALLY HANDICAPPED
3 28 SEVERE BEHAVIOUR
3 29 REHABIL-ITATION
3 30 ENGLISH AS A SECOND LANGUAGE
3 31 INDIAN EDUCATION
3 32 GIFTED
3 33 HOSPITAL PROGRAMS
3 34 HOMEBOUND PROGRAMS
3 13 SPECIAL HEALTH SERVICES
3 08 IDENT./ ASSESSMENT/ PLANNING
3 09 IMPLEMENTAT. /IN-SERVICE
3 10 LOCALLY DEVELOPED PROGRAM
3 35 SPECIAL PROVINCIAL RESOURCE PROGRAM
4 40 BOARD OF SCHOOL TRUSTEES
4 11 EDUCATIONAL ADMINIST.
4 41 BUSINESS ADMINIST.
4 42 PERSONNEL RELATIONS
4 43 INSTRUCT. SUPPORT SERVICES
4 44 TESTING/ ASSESSMENT
5 41 OPERATIONS & MAINTENANCE ADMINIST.
5 50 PLANT MAINTENANCE
5 51 CUSTODIAL SERVICES
5 52 MAINTENANCE OF GROUNDS
5 53 VEHICLE SERVICE & MAINT.
5 54 REPAIR AND MAINTENANCE OF INSTRUCT. EQUIPMENT
5 55 REPAIR AND MAINT. OF NON-INSTRUCT. EQUIPMENT
5 56 UTILITIES
5 57 FACILITY LEASES
6 07 DISTRICT RESOURCE CENTRE
6 60 CORRESPON-DENCE SCHOOL
6 61 CONTINUING EDUCATION
6 13 SCHOOL HEALTH SERVICES
6 62 SUPPLIES FOR RESALE
6 63 COMMUNITY USE OF FACILITIES
6 64 OTHER
7 41 TRANS. & HOUSING ADMIN.
7 70 REGULAR BUS SERVICE
7 71 SPECIAL PROGRAMS TRANS.
7 72 EXTRA-CURRICULAR TRANSPORT.
7 73 HOUSING
8 80 SITES
8 81 NEW BUILDINGS
8 82 RECONSTRUCT. & ADDITS.
8 83 EQUIPMENT
9 90 SINKING FUNDS
9 91 DEBENTURES
9 92 SHORT TERM LOANS
9 93 TEMPORARY BORROWING (CAPITAL)
9 94 TEMPORARY BORROWING (OPERATING)

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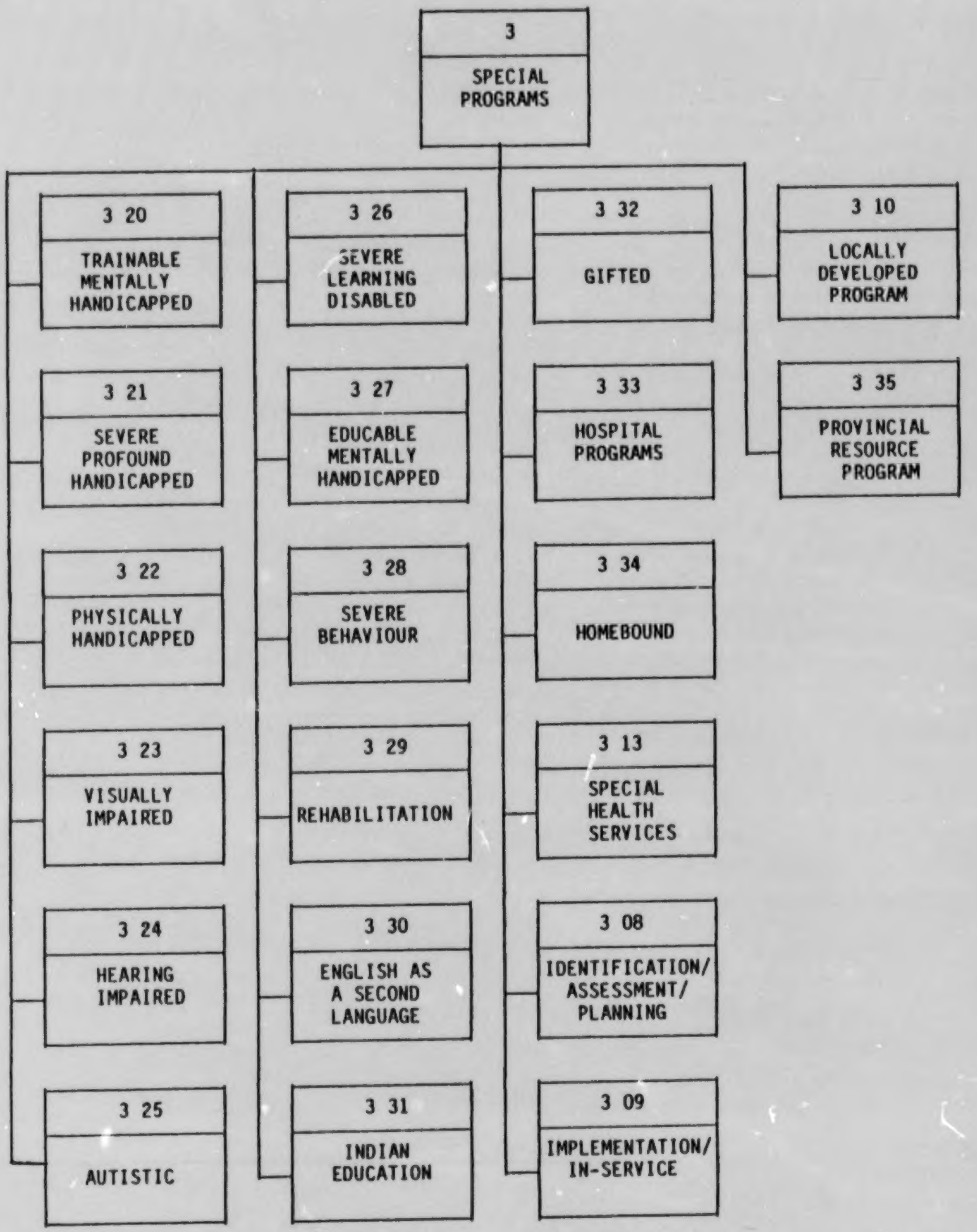
REPORTING STRUCTURE
FUNCTION 3


3
SPECIAL PROGRAMS
3 20
TRAINABLE MENTALLY HANDICAPPED
3 21
SEVERE PROFOUND HANDICAPPED
3 22
PHYSICALLY HANDICAPPED
3 23
VISUALLY IMPAIRED
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HEARING IMPAIRED
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AUTISTIC
3 26
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3 27
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3 30
ENGLISH AS A SECOND LANGUAGE
3 31
INDIAN EDUCATION
3 32
GIFTED
3 33
HOSPITAL PROGRAMS
3 34
HOMEBOUND
3 13
SPECIAL HEALTH SERVICES
3 08
IDENTIFICATION/ ASSESSMENT/ PLANNING
3 09
IMPLEMENTATION/ IN-SERVICE
3 10
LOCALLY DEVELOPED PROGRAM
3 35
PROVINCIAL RESOURCE PROGRAM

Function Three (3) - Special Programs

The service levels established for Special Programs (Function 3) are based on data collected by the Division of Special Education over the past several years which reflects:

(a) professional and non-professional staff

(b) numbers of students and distribution

(c) program cost details

(d) incidence levels of exceptional children

(e) studies of methods of financing special education - other jurisdictions

(f) examination of low incidence/high cost programs in relation to higher incidence/lower cost programs

(g) studies of service variance...between programs...within programs... within districts...between districts...between types of placement within a program

Funding

Districts receive special programs funding on the basis that programs are operated in accordance with the policies, procedures and guidelines issued by the Ministry (Special Programs Manual of Policies, Procedures and Guidelines).

Legal References: Education (Interim) Finance Amendment Act (1985)
School Act Regulations 96-99

Funds for specific programs in Function Three (3) are allocated on the basis of:

(a) report of students actually receiving an additional or direct special service on a regular basis in programs which are in accordance with program guidelines issued by the Ministry

(b) provincial service levels for each program category

Enrolments

**N.B. Each student in a district is only counted once in enrolment reports. For example, a student is counted in Function 3 (Special Programs) and does not appear in the enrolment for Function 1 (Elementary) or Function 2 (Secondary) except for library services, school-based administration and counselling when the service level calculations are made for these programs.

It should also be noted that function 3 students also generate funding to districts in Function 4 (District Administration), Function 6 (Auxiliary Services) and Function 7 (Transportation and Housing).

Enrolment audits are a feature of the Financial Management System and will occur with a focus on program numbers claimed, enrolment patterns, method of reporting student numbers and incidence levels.

Service Levels (Function 3)

The service levels defined on the following pages are set by the province for each program category.

FUNCTION 3

PROGRAM | SERVICE LEVEL

3. SPECIAL PROGRAMS

NOTE: For programs 3.20, through 2.39, 3.31, 3.32, to calculate the number and kind of units for each program, the number of approved students in the program is divided by the number of pupils in the largest unit. This yields the number of large units for that program. The remaining students are assigned to the appropriate smaller unit.

LOW INCIDENCE - HIGH COST

For programs with units of:

3.20 Trainable Mentally Handicapped
3.21 Severe Profound Handicapped
3.22 Physically Handicapped
3.23 Visually Impaired
3.24 Hearing Impaired
3.25 Autistic

8 pupils: Cost of 1 teacher + 12% of provincial average teacher's salary + cost of 1 aide.
7 pupils: Cost of 1 teacher + 12% of provincial average teacher's salary + cost of 1 aide.
4 - 6 pupils: Cost of 1 teacher + 10% of provincial average teacher's salary + cost of 1 aide.
1 - 3 pupils: Cost of 1 teacher + 8% of provincial average teacher's salary.

PLUS: For Program 3.20, an adjustment of 3% of funding allocated above to districts with a secondary program which includes an approved Job Training Experience component.

HIGH INCIDENCE - LOWER COST "A"

For programs with units of:

3.26 Severely Learning Disabled
3.27 Educable Mentally Handicapped
3.28 Severe Behavior
3.29 Rehabilitation

12 pupils: Cost of 1 teacher + 8% of provincial average teacher's salary + cost of 1/2 aide.
9 - 11 pupils: Cost of 1 teacher + 8% of provincial average teacher's salary + cost of 1/2 aide.
5 - 8 pupils: Cost of 1 teacher + 6% of provincial average teacher's salary + cost of 1/2 aide.
1 - 4 pupils: Cost of 1 teacher + 5% of provincial average teacher's salary.

PLUS: For Program 3.27, an adjustment of 5% of funding allocated above to districts with a secondary program which includes an approved Job Training Experience component.

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FUNCTION 3 (Continued)

PROGRAM	SERVICE LEVEL
HIGH INCIDENCE - LOWER COST "B" (LARGER GROUPINGS WITH MAJOR INTEGRATION)	
3.10 English as a Second Language	1 teacher unit for every 25 elementary students PLUS 1 teacher unit for every 22 secondary students PLUS for 1-10 students: Cost of 1 aide PLUS for 11-260 students: Cost of 1 aide for every 25 students in excess of 10 PLUS 261+ students: Cost of 1 aide for every 45 students in excess of 260
3.11 Indian Education	FOR FIRST 80 PUPILS (units of): 20 pupils: Cost of 1 teacher + 8% of provincial average teacher's salary + cost of 1/2 aide. 13-19 pupils: Cost of 1 teacher + 8% of provincial average teacher's salary + cost of 1/2 aide. 7-12 pupils: Cost of .75 teacher + 7% of provincial average teacher's salary + cost of 1/2 aide. 1-6 pupils: Cost of .5 teacher + 6% of provincial average teacher's salary PLUS FOR 81-200 PUPILS: (Cost of 1 teacher + 8% of provincial average teacher salary + cost of 1/2 aide) for every 20 students in excess of 80 PLUS FOR 201 + PUPILS: (Cost of 1 teacher + 8% of provincial average teacher salary + cost of 1/2 aide) for every 19 students in excess of 200
3.12 Gifted	For first 80 pupils (units of): 20 pupils: Cost of 1 teacher + 8% of provincial average teacher's salary + cost of 1/2 aide. 13-19 pupils: Cost of 1 teacher + 8% of provincial average teacher's salary + cost of 1/2 aide. 7-12 pupils: Cost of 1 teacher + 7% of provincial average teacher's salary + cost of 1/2 aide. 1-6 pupils: Cost of 1 teacher + 6% of provincial average teacher's salary. Plus for 81+ pupils: (Cost of 1 teacher + 8% of provincial average teacher's salary + cost of 1/2 aide) for every 24 pupils in excess of 80.

NOTE: The cost of an aide is equal to the provincial average aide salary plus statutory benefits plus 6.5% for the employer's share of pensions plus a portion of the employer's share of non-statutory benefits.

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FUNCTION 3 (Continued)

PROGRAM	**SERVICE LEVEL**
VARIABLE INCIDENCE PROGRAMS	
3.33 Hospital Programs	Cost of 1 teacher unit for every 10,000 FTE students. N.B.: There is no provincial service level for those districts with funds provided through 100% Provincial Resource Programs for this purpose or where no program is offerred by the district.
3.34 Homebound Programs	Cost of 1 teacher unit for every 6,000 FTE students. N.B.: There is no provincial service level for those districts with funds provided through 100% Provincial Resource Programs for this purpose or where no program is offerred by the district.
OTHER SPECIAL EDUCATION PROGRAMS	
3.08 Identification/ Planning	The cost of 1.2 x (cost of a teacher + 15% of provincial average teacher salary) for every 5,000 FTE students.
3.09 Implementation/ Inservice	Service levels for this program are included in programs 3.20 through 3.34.
3.10 Locally Developed Programs	No provincial service level.
3.11 School Based Administration	These costs are included in Programs 1.11 and 2.11.
3.13 Special Health Services	The cost of 1.2 x (health personnel salary + 12% of provincial average teacher salary) for every 2,500 FTE students.
3.18 Provincial Resource Program	Approved program services.

*** FTE students for programs 3.33, 3.34, 3.08, and 3.13 = FTE Kindergarten, Headcount 1 - 7, and FTE 8 - 12.

Note: A Health personnel salary equals the provincial average instructional salary plus the employer's share of statutory benefits plus a portion of the employer's share of non-statutory benefits plus 6.3% for the employer's share of pensions.

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SPECIAL PROGRAMS FUNDING - FUNCTIONS 1 AND 2

Program 1.04 - Elementary Learning Assistance - Program 2.04 - Secondary Learning Assistance:

The service levels for these programs are found in the section of this manual covering Learning Assistance. It is important to note that while these programs are located in the regular instruction function of the framework they remain special programs covered under the guidelines issued by the Ministry and the expectation is that districts will deliver an additional special service in accordance with the guidelines. Learning Assistance is the link between the more traditional special education services and regular instruction and is a major bridge to the integration of special needs students.

Program 1.11 - School-Based Administration - Program 2.11 - School-Based Administration:

The service levels for these programs are found in the section of this manual covering School-Based Administration. It is important to recognize that provision is made for increased school administration costs related to the operation and supervision of special education programs at the school level.

BUDGET MATTERS

Targeting Funds:

Special programs funding is to be targeted to the special education programs claimed by districts under the Ministry Guidelines. Budgeting should reflect the enrolments and level of services claimed by districts in the funding process.

The expectation is that Boards are free to manage the special education program with the understanding that they can demonstrate the programs are delivered to the intended clients in accordance with Ministry Guidelines and Standards. This includes Function Three (3) and Learning Assistance.

It is not intended that all special programs funds must be totally budgeted against specific function 3 programs or Learning Assistance. However, it will be necessary to budget programs to a level that allows the district to adequately provide for its special needs students before re-directing function three funds or Learning Assistance funds elsewhere.

It will be necessary to move function 3 funds over to function 1 (elementary) and function 2 (secondary) in order to support the integration of special needs students when this occurs. It may also be necessary to move funds between programs within function three (3) depending upon local circumstances and priorities.

Revenue:

Revenue coming to the district for the C.H.A.N.C.E. Program (M.H.R.) and revenue coming to the district for REHABILITATION Programs where the district contracts directly with another ministry will be handled outside the Fiscal Framework. It will be treated essentially the way G-Trust Accounts were handled in the previous system...ie. revenue will not be used to reduce the total budget approved but rather will be handled outside the approved budget total. However where the costs are greater than the revenue received the difference will have to be accommodated within the fiscal framework.

PROGRAM MONITORING - SPECIAL PROGRAMS

Program monitoring and auditing are features of the Financial Management System and will occur throughout the system. The focus of this program management element will be:

(a) review of programs in relation to Ministry Guidelines

(b) review of level of service delivered...including staffing

(c) review of identification and assessment procedures

(e) review of evaluation strategies and results

(f) review of funding in relation to budget in relation to expenditures (including revenue application).

PROCEDURES, FORMS AND TIMELINES

(a) A Special Programs Status Report form will be sent to districts in the early Spring and will be returned by June 30. This form will require information pertaining to programs already operated and funded in accordance with Ministry Guidelines. It will require information on the results of the special program or service delivered by the district.

(b) A Special Programs Enrolment Projection Form will be sent to districts in the early Fall, and will be returned by October 7. This form will require projected special program enrolments for the 1986/87 school year.

(c) During July and August the Division of Special Education will review the Status Report information in relation to the guidelines, the 1985 funding allocated, the previous budget, the 1985/86 funding allocation and budget and previous enrolment reports. Districts will be contacted for necessary clarification.

(d) September 30...districts will complete the Superintendents' Report On Special Programs Enrolment (Actual)

(e) October 7...districts will submit the Superintendents' Report on Special program Enrolment to the Ministry. This information will be reviewed by the Division of Special Education in light of all previous information submitted and will be used with all other available data to formulate projections for the 1986/87 fiscal framework.

(f) October...the Division will begin the monitoring cycle covering 1985/86 funded programs.

(g) November...the district will receive a preliminary 1986/87 fiscal framework (including Function 3).

(h) January...the district will receive the next issue of the 1986/87 fiscal framework to be utilized for the development of the 1986/87 budget.

(i) February/March...the Division will review 1986/87 budget submissions (FN 3) in relation to funding allocated for 1986/87. Review will also take into consideration 1985/86 funding and 1985/86 budget. If significant discrepancies are evident the districts in question will be contacted and negotiations will occur; if required, district budgets may be adjusted; if required, district fiscal frameworks may be adjusted.

(j) April-June...the Division will participate in the annual review of service levels. This is an ongoing component of the financial management system and could lead to service level adjustments based on current data and continued experience with the financial management system.

SPECIAL PROGRAMS STATUS REPORT

Purpose

- Information supplied by the district should yield the status of currently funded programs operated in accordance with the Ministry Guidelines.

- Since major areas of Ministry interest and concern are program evaluation and student assessment the Status Report does call for information related to these two areas in special education.

- Please complete this form in full. If necessary attach supplementary material. The supplementary material should be in addition to, not in place of, information requested on the form.

- Please ensure that the Division of Special Education (Victoria Office) receives the completed form by June 30.

Instructions:

1. Complete information at the top of the page, e.g. School District name, etc. Complete the Program Code (program number in Function 3) and the School District Enrolment (FTE) and the Specific Title of the Program ex. Severe Learning Disabilities.

2. Section A

   - Program Type: Note the attached definitions in deciding program type. Under each program type fill in the number of FTE professional and non-professional support service staff who are delivering the additional special service and who are school district employees. Indicate in brackets how many of the staff reported are CHANCE AIDES or REHABILITATION WORKERS (school district employees). Indicate the number of elementary and secondary students who are actually receiving an additional or direct special service on a regular basis in the program.

   - Other Program Type: If the program does not fit under itinerant, resource room, self-contained or segregated, please describe the program and the nature of the staff delivering the program.

3. Section B

- Achievement/Progress Measures: Please specify the kinds of measures used in determining whether students are making progress and to what extent. List both subjective and objective student evaluation methods employed and attach sample instruments where appropriate. Indicate how the measures are reported and who receives this information. Attach sample format(s) where appropriate including a list of data sources.

4. Section C

- Program Evaluation: While it is understood that formal program evaluation in the area of special education is a relatively new component within the special education management process districts should be designing and implementing evaluation cycles whereby special education programs are formally evaluated over time.

  Please specify the evaluation strategies employed for determining whether the program is meeting its objectives. Attach a sample of the evaluation format or structure including a list of data sources.

- Outcomes: Please specify the outcomes or results of the most recent program evaluation and indicate the date of this evaluation. Indicate any changes undertaken or about to be undertaken as a result of the program evaluation.

- Evaluation Report: Indicate how the program evaluation results are reported and who receives this information. Attach a copy of the evaluation report submitted to the Board of School Trustees and/or the Superintendent of Schools.

SPECIAL EDUCATION - PROGRAM DEFINITIONS

On the Special Programs Status Report, please indicate each teacher and student only once.

ITINERANT TEACHER SERVICES

The itinerant teacher provides, on a district basis:

a) special instruction, closely related to the regular classroom programming of specific children who, for health or other reasons are temporarily not in attendance at school; or

b) special instruction, closely related to the regular classroom programming of children whose disability requires special instructional expertise (e.g., hearing impaired); or

c) consultation with teachers of children whose disability requires special instructional expertise.

RESOURCE ROOMS

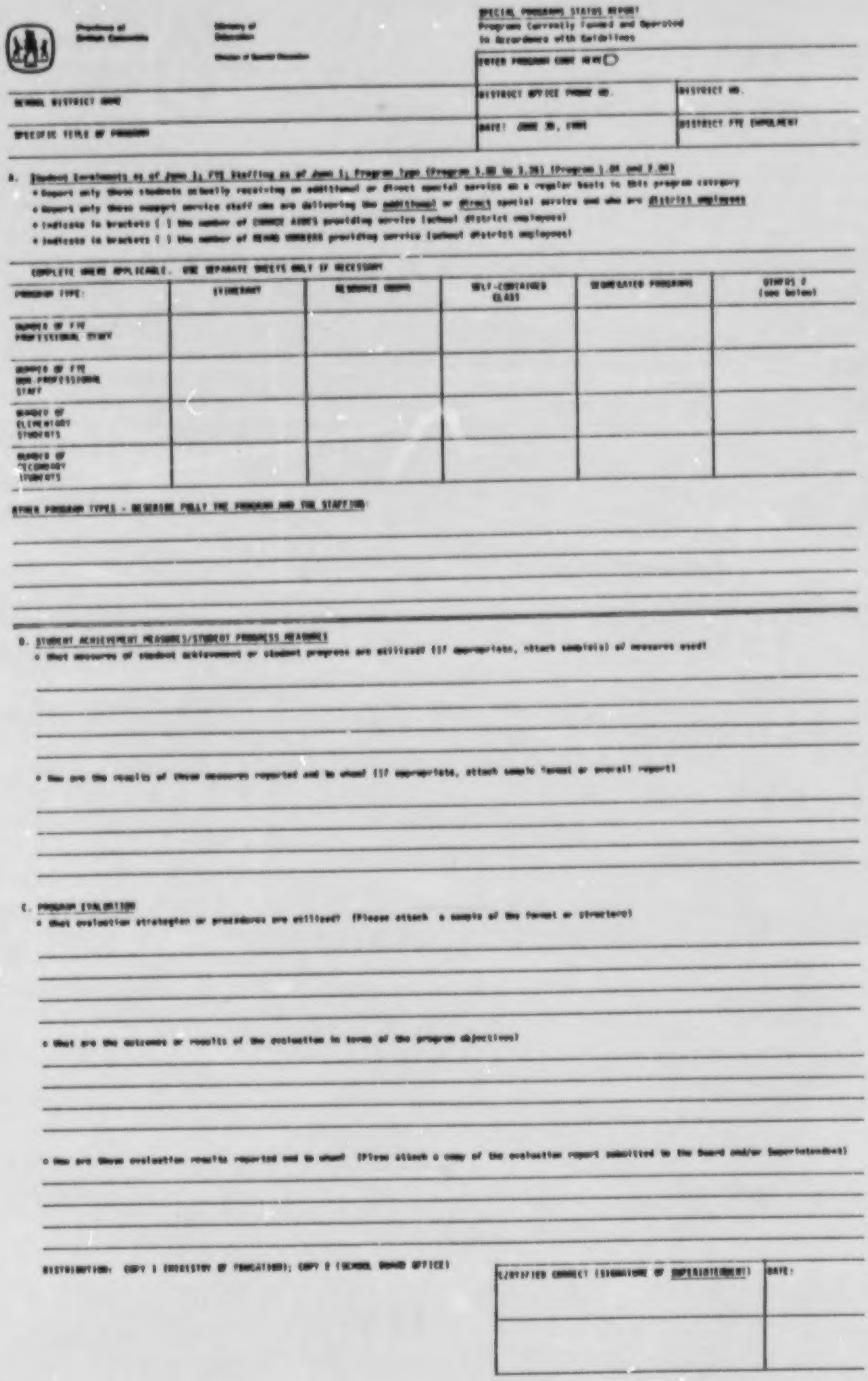
The resource room provides specific assistance on a regularly scheduled basis (probably daily) in the form of assessment, assistance in planning instructional strategies and supplementary or remedial instruction. Students served in a resource room would be enrolled in a regular class and would spend between 20 and 50% of their time with the resource teacher.

SELF-CONTAINED CLASS

The self-contained class provides a full- or part-time setting for the special needs student who cannot benefit from full-time regular class placement. The self-contained class provides a base in a regular school from which the student may be integrated for regular school activities. The student would be enrolled in the self-contained class for more than 50% of the time.

SEGREGATED PROGRAM

The segregated program is established to provide district services to an identified group of special needs students, who, because of their handicap, require facilities not normally found in the school setting. Examples: separate facilities for rehabilitation programs, centres attached to a hospital or residential program.



Province of British Columbia | Ministry of Education | [illegible]

SPECIAL PROGRAMS STATUS REPORT
Programs Currently Funded and Operated
In Accordance with Guidelines

ENTER PROGRAM CODE HERE ○

SCHOOL DISTRICT NAME	DISTRICT OFFICE PHONE NO.	DISTRICT NO.
SPECIFIC TITLE OF PROGRAM	DATE: JUNE 30, [illegible]	DISTRICT FTE ENROLMENT

A. Student Enrolments as of June 1; FTE Staffing as of June 1; Program Type (Program [illegible] to [illegible]) (Program [illegible] and [illegible])
- Report only those students actually receiving an additional or direct special service on a regular basis in this program category
- Report only those support service staff who are delivering the additional or direct special service and who are district employees
- Indicate in brackets ( ) the number of [illegible] AIDES providing service (school district employees)
- Indicate in brackets ( ) the number of [illegible] WORKERS providing service (school district employees)

COMPLETE WHERE APPLICABLE. USE SEPARATE SHEETS ONLY IF NECESSARY

PROGRAM TYPE:	ITINERANT	RESOURCE ROOMS	SELF-CONTAINED CLASS	SEGREGATED PROGRAMS	OTHERS 2 (see below)
NUMBER OF FTE PROFESSIONAL STAFF					
NUMBER OF FTE NON-PROFESSIONAL STAFF					
NUMBER OF ELEMENTARY STUDENTS					
NUMBER OF SECONDARY STUDENTS					

OTHER PROGRAM TYPES - DESCRIBE FULLY THE PROGRAM AND THE STAFFING:

B. STUDENT ACHIEVEMENT MEASURES/STUDENT PROGRESS MEASURES
- What measures of student achievement or student progress are utilized? (If appropriate, attach sample(s) of measures used)
- How are the results of these measures reported and to whom? (If appropriate, attach sample format or overall report)

C. PROGRAM EVALUATION
- What evaluation strategies or procedures are utilized? (Please attach a sample of the format or structure)
- What are the outcomes or results of the evaluation in terms of the program objectives?
- How are these evaluation results reported and to whom? (Please attach a copy of the evaluation report submitted to the Board and/or Superintendent)

DISTRIBUTION: COPY 1 (MINISTRY OF EDUCATION); COPY 2 (SCHOOL BOARD OFFICE)

CERTIFIED CORRECT (SIGNATURE OF SUPERINTENDENT)	DATE:

Forms Completion Instructions

Form Name: **Superintendent's Report on Special Education Program Enrolment (1513)**

Purpose: In the Spring of 1985, each district submitted forms to the Special Education Division in the Ministry of Education providing information on the status of existing programs currently funded and operated in accordance with Ministry Guidelines.

If the district is reporting new enrolments (ie. a program not currently funded and reported on in the Spring status report) or if the district is reporting increased program enrolments which indicate a significant change in status over the Spring report, then the district must attach a status report with confirmation that the program or programs are being operated in accordance with Ministry Guidelines.

Completion Date: September 30, 1985

Return Date: October 7, 1985. Return one copy to the Ministry. Please retain copy two for your file.

Form Reference:

Definitions: The definitions for all Special Programs listed on this form are contained in the "Special Programs Manual of Policies, Procedures and Guidelines (Rev. 1985)" issued by the Special Education Division of the Ministry of Education.

WHO IS TO BE INCLUDED	Please report only pupils who are actually receiving an additional or direct special service on a regular basis in a program which is operated in accordance with Ministry Guidelines, as of September 30, 1985.
CHANCE PROGRAM - OTHER MINISTRY OR SCHOOL DISTRICT PROVISIONS - PROVINCIAL RESOURCE PROGRAMS	Pupils who are fully provided their additional service by another ministry or another school district or Jericho Hill School are not to be reported on this form. Please indicate (✓) in the space provided whether there is MHR-CHANCE SUPPORT to students in the programs.
WHERE TO REPORT	Pupils should be reported in the program category where they actually receive the major portion of their special service. Pupils can only be counted once.
LEARNING ASSISTANCE	Where the special program of the pupil is the learning assistance program such a student should not be reported on this form.
KINDERGARTEN	Please report all Kindergarten pupils as Headcounts, not as FTE.
JOB TRAINING (PROGRAMS 3.20 + 3.27)	If the district is offering job training programs for secondary pupils in either the Trainable Mentally Handicapped Program (TMH) or the Educable Mentally Handicapped Program (EMH), please indicate this by placing an asterisk (*) in the bracket provided in the enrolment column box.

Program 3.21 Severe-Profound Handicapped -

Pupils who are covered under the Provincial Special Resource Program - Funding and Placement Policy for the Severely Handicapped are not to be reported on this form.

Program 3.22 Physically Handicapped -

Pupils who are fully integrated into regular classrooms and who are not receiving an additional or direct special service on a regular basis are not to be reported on this form. Also please refer to directions above re: CHANCE PROGRAM.

Program 3.29 Rehabilitation -

Report only those pupils in programs funded jointly by the Ministry of Education and the Ministry of Human Resources and/or the Corrections Branch. To indicate joint funding please place an asterisk (*) in the bracket provided.

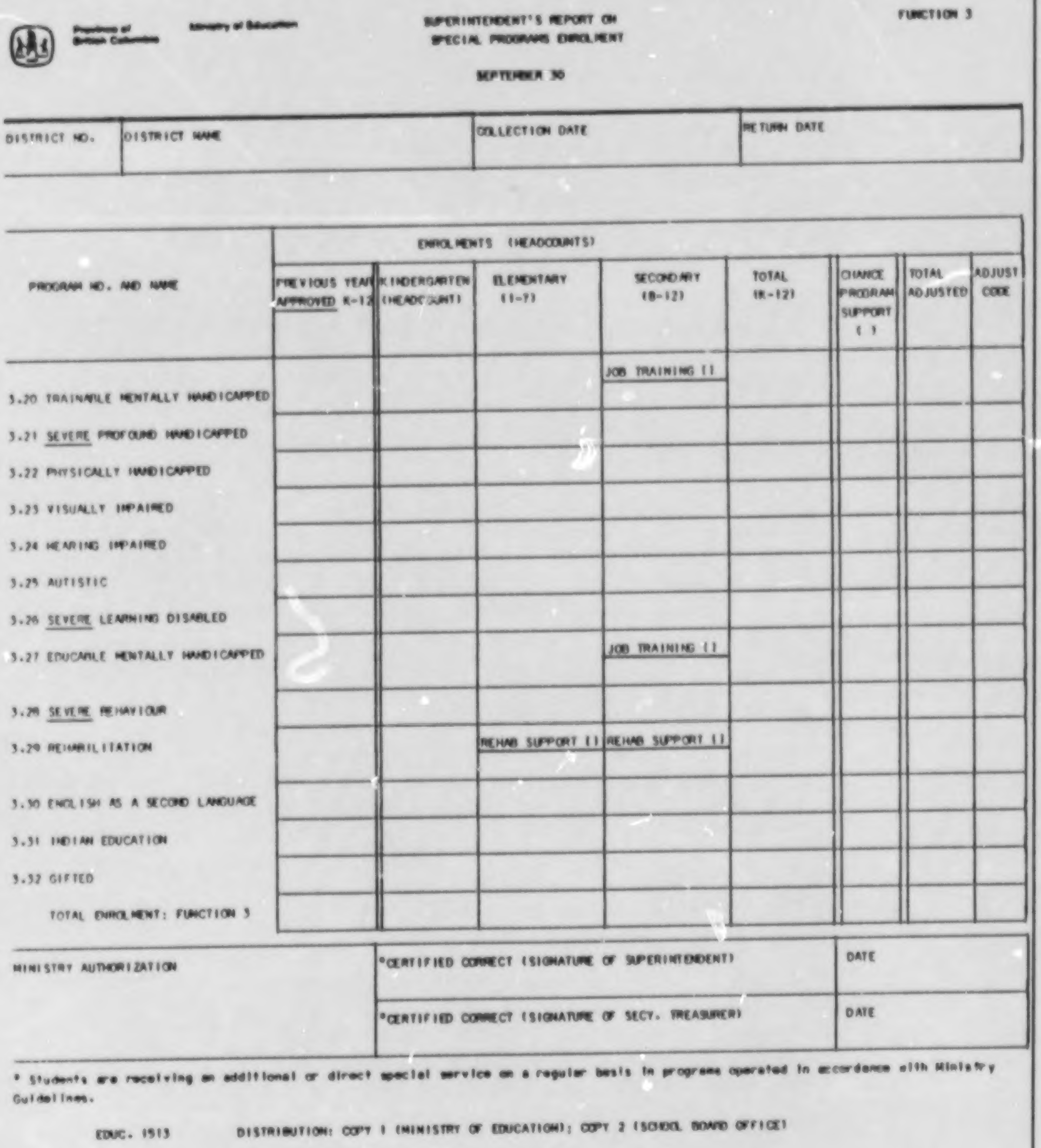
Program 3.32 Gifted -

Please ensure that the number of pupils reported under Gifted does not exceed 2% of the total FTE enrolment in the school district. See the "Special Programs Manual of Policies, Procedures and Guidelines" issued by the Special Education Division, Ministry of Education for guidelines on gifted programs.

Program 3.35 Provincial Special Resource Program
(Funding and Placement Policy - Severely Handicapped)

Pupils funded through the Funding and Placement Policy in Program 3.35 Provincial Special Resource Program are not to be reported on this form. Counts of pupils under this category are collected by the Ministry when special applications for funding are submitted to the Ministry.

Please note that if adjustments are made by the Division of Special Education to the number of students reported to be served in special programs by school districts, rationale will be provided by means of the "adjustment code" found on the reverse side of form 1513.



Province of
British Columbia

Ministry of Education

SUPERINTENDENT'S REPORT ON
SPECIAL PROGRAMS ENROLMENT

SEPTEMBER 30

FUNCTION 3

DISTRICT NO.	DISTRICT NAME	COLLECTION DATE	RETURN DATE

PROGRAM NO. AND NAME	ENROLMENTS (HEADCOUNTS)							
	PREVIOUS YEAR APPROVED K-12	KINDERGARTEN (HEADCOUNT)	ELEMENTARY (1-7)	SECONDARY (8-12)	TOTAL (K-12)	CHANCE PROGRAM SUPPORT ( )	TOTAL ADJUSTED	ADJUST CODE
				JOB TRAINING ( )				
3.20 TRAINABLE MENTALLY HANDICAPPED								
3.21 SEVERE PROFOUND HANDICAPPED								
3.22 PHYSICALLY HANDICAPPED								
3.23 VISUALLY IMPAIRED								
3.24 HEARING IMPAIRED								
3.25 AUTISTIC								
3.26 SEVERE LEARNING DISABLED								
				JOB TRAINING ( )				
3.27 EDUCABLE MENTALLY HANDICAPPED								
3.28 SEVERE BEHAVIOUR								
			REHAB SUPPORT ( )	REHAB SUPPORT ( )				
3.29 REHABILITATION								
3.30 ENGLISH AS A SECOND LANGUAGE								
3.31 INDIAN EDUCATION								
3.32 GIFTED								
TOTAL ENROLMENT: FUNCTION 3								

MINISTRY AUTHORIZATION	*CERTIFIED CORRECT (SIGNATURE OF SUPERINTENDENT)	DATE
	*CERTIFIED CORRECT (SIGNATURE OF SECY. TREASURER)	DATE

* Students are receiving an additional or direct special service on a regular basis in programs operated in accordance with Ministry Guidelines.

EDUC. 1513 DISTRIBUTION: COPY 1 (MINISTRY OF EDUCATION); COPY 2 (SCHOOL BOARD OFFICE)

SUPERINTENDENT'S REPORT
SPECIAL PROGRAMS ENROLMENT
SEPTEMBER 30
(FORM 1513)
ADJUSTMENT CODE

CODE	
1	Program documents or field visits indicate the program does not meet ministry guidelines.
2	A program status report has not been submitted by the District. Program information has not been supplied or is incomplete.
3	The District is not claiming students in the program where students receive the major portion of their special service. Students have been "split off" and claimed across different categories.
4	Students not receiving an additional or direct special service.
5	Students are double-counted and claimed or partially claimed in another category.
6	The enrolment claimed exceeds incidence levels found in the Program Guidelines.
7	The additional or direct special service is not being delivered on a regular basis to all of the students claimed.
8	All of the students claimed are not in the program as of September 30.
9	Some or all of the students claimed are provided service by another Ministry or School District (ex. CHANCE or PROVINCIAL RESOURCE PROGRAM).
10	The enrolment claim indicates a major expansion of existing program.
11	Budget review indicates that the District is not budgeting for the program or is not budgeting to a level that allows for the program to be operated according to the guidelines. The number of students claimed could not be provided with an additional service or with appropriate support staffing levels with the budget allocated for the program by the District.
12	The support service is already covered by Learning Assistance (FN1; FN2).

Special Programs (Function 3)
Enrolment Projections
1986/87
Form Completion Instructions

Form Name:	**Superintendents' Report on Special Programs Enrolment - September 30, 1986/87 Projections.**
Purpose:	The purpose of this form is to collect projected enrolments expected in each program as of September 30, 1986/87. These projections will, along with other district information, assist the Ministry in formulating projections for the 1986/87 fiscal framework.
Completion Date:	**September 30, 1985**
Return Date:	**October 7, 1985.** Return one copy to the Ministry. Please retain copy two for your file.
Form Reference: Definitions:	The definitions for all Special Programs listed on this form are contained in the Special Programs Manual of Policies, Procedures and Guidelines (Rev. 1985) issued by the Special Education Division of the Ministry of Education.
Who Is To Be Included?	Please report only pupils who would actually receive an additional or direct special service on a regular basis in a program which would be operated in accordance with Ministry Guidelines, on **September 30, 1986.**
Chance Program Other Ministry Or School District Provisions - Provincial Resource Programs	Pupils who would have their additional special service fully provided by another ministry or another school district or Jericho Hill School are not to be reported on this form. Please indicate (✓) in the space provided whether there would be MHR-CHANCE SUPPORT to students in the programs as of September 30, 1986.
Where to Report	Pupils should be reported in the program category where they would actually receive the major portion of their special service. Pupils can only be counted once.
Learning Assistance	Where the special program of the pupil would be the learning assistance program such a student should not be reported on this form.

Kindergarten	Please report all Kindergarten pupils as Headcounts, not (as FTE Full-time equivalent).
Job Training (Program 3.20 and 3.27)	If the district would be offering job training programs for secondary pupils in either the Trainable Mentally Handicapped Program (TMH) or the Educable Mentally Handicapped Program (EMH), please indicate this by placing an asterisk (*) in the bracket provided in the enrolment column box.
Program 3.21 Severe-Profound Handicapped	Pupils who are covered under the Provincial Special Resource Program - Funding and Placement Policy for the Severely Handicapped are not to be reported on this form.
Program 3.22 Physically Handicapped	Pupils who would be fully integrated into regular classrooms and who would not receive an additional or direct special service on a regular basis are not to be reported on this Form. Also refer to directions above re: CHANCE PROGRAM.
Program 3.29 Rehabilitation	Report only those pupils in programs which would be funded jointly by the Ministry of Education and the Ministry of Human Resources and/or the Corrections Branch. Please indicate this by placing an asterisk (*) in the bracket provided in the enrolment column box.
Program 3.32 Gifted	Please ensure that the number of pupils projected under Gifted conforms to a maximum 2% of the total projected FTE school district enrolment.
Program 3.35 Provincial Special Resource Program - (Funding and Placement Policy - Severely Handicapped)	Pupils who would be funded through the Funding and Placement Policy in Program 3.35 should not be reported on this form.

FUNCTION 3 - PROJECTIONS

Province of British Columbia Ministry of Education

SUPERINTENDENT'S REPORT ON
SPECIAL PROGRAMS ENROLMENT

FUNCTION 3

SEPTEMBER 30/1986 PROJECTIONS

DISTRICT NO.	DISTRICT NAME	COLLECTION DATE	RETURN DATE
		SEPTEMBER 30, 1985	OCTOBER 7, 1985

	ENROLMENTS (HEADCOUNTS)....PROJECTED 1986/87					
PROGRAM NO. AND NAME	PREVIOUS YEAR APPROVED K-12 (1985/86)	KINDERGARTEN (HEADCOUNT)	ELEMENTARY (1-7)	SECONDARY (8-12)	TOTAL (K-12)	CHANCE PROGRAM SUPPORT
3.20 TRAINABLE MENTALLY HANDICAPPED				JOB TRAINING [ ]		
3.21 SEVERE PROFOUND HANDICAPPED						
3.22 PHYSICALLY HANDICAPPED						
3.23 VISUALLY IMPAIRED						
3.24 HEARING IMPAIRED						
3.25 AUTISTIC						
3.26 SEVERE LEARNING DISABLED						
3.27 EDUCABLE MENTALLY HANDICAPPED				JOB TRAINING [ ]		
3.28 SEVERE BEHAVIOUR						
3.29 REHABILITATION			REHAB SUPPORT [ ]	REHAB SUPPORT [ ]		
3.30 ENGLISH AS A SECOND LANGUAGE						
3.31 INDIAN EDUCATION						
3.32 GIFTED						
TOTAL ENROLMENT: FUNCTION 3 PROJECTED						

MINISTRY USE	CERTIFIED CORRECT (SIGNATURE OF SUPERINTENDENT)	DATE
	CERTIFIED CORRECT (SIGNATURE OF SECY. TREASURER)	DATE

EDUC. 1513 DISTRIBUTION: COPY 1 (MINISTRY OF EDUCATION); COPY 2 (SCHOOL BOARD OFFICE)

BEST COPY AVAILABLE

PROGRAM GUIDELINES

3.20 - MODERATELY MENTALLY HANDICAPPED (T.M.H.)

3.20.1 DEFINITION

Many moderately mentally handicapped students generally function two to three years below their actual age level. The deficits are frequently evident in language acquisition, cognition, fine and gross motor skills, self-help and socialization.

On formal psychological tests, moderately mentally handicapped students usually score between three and five standard deviations below the norm.

As a general guideline, educators can anticipate that many moderately mentally handicapped students are capable of attaining academic skills to the upper primary level and some to the lower intermediate level.

The Ministry recognizes the incidence of moderately mentally handicapping conditions as approximately .36% of the school population. In order to qualify for Ministry special education funding under Function 3 of the Financial Management System, moderately mentally handicapped students must be receiving an additional or direct service, related to their handicap, on a regular basis for the majority of their school hours.

3.20.2 IDENTIFICATION/PLACEMENT

It is anticipated that moderately mentally handicapped students will be identified as being delayed in their development prior to admission to the school system. The initial identification may be as early as at birth when definite physical characteristics may be evident. In other cases during the first five years of life there will be measurable delays in achieving certain predictable milestones and general cognitive development. If a child's mental handicap is not identified before entering school a complete assessment involving an inter-disciplinary team should be obtained.

There are two components necessary for identifying moderately mentally handicapped students.

The first is an observation of the learning strengths and weaknesses of the student. These findings would indicate where the student requires additional educational support to attain age appropriate coping skills and to reach his/her educational potential.

The second is a formal psychoeducational assessment to determine the student's level of functioning.

The most frequently used tests in assessing mental ability are the Stanford-Binet and the Wechsler Intelligence Scale for Children - Revised. The results of these tests should be seen only as general indicators of present mental development. Assessment should also include such instruments as the Vineland Social Maturity Scale, the Caine-Levine Scales and the Adaptive Behaviour Functioning Index (A.A.M.D.). A profile of the child's performance levels in all skill areas should be determined. Test scores should be regarded as indicators rather than as being definitive in nature. School districts are urged to use them with extreme caution.

A district screening/placement procedure should be the vehicle to process referrals to programs for the moderately mentally handicapped to ensure consistency with regard to the student population being served.

Before students are admitted to a program for the moderately mentally handicapped they should have had a recent individual psychoeducational assessment which includes information on academic and life skills, perceptual disorders, personal and social adjustment and specific aptitudes.

Medical assessments should also be carried out on all students prior to placement indicating any visual, auditory, motor or other physical deficits.

Parental approval must be obtained in writing before performing an individual psychoeducational assessment and before obtaining any medical or psychological reports.

3.20.3 PROGRAM

An Individualized Educational Plan (IEP) should be planned for each moderately mentally handicapped student who is identified as needing a special program. The program should be developed by the special education teacher with input from the classroom teacher, the school based team, and the parent/guardian or caregiver. The program should include a statement of the student's present levels of educational performance, the long range goals and short term instructional objectives, the services to be provided, and evaluation procedure, the anticipated duration of services and date for reviewing the program.

IEP's will assist the educators in planning for the maximum academic, vocational and social development of moderately mentally handicapped students. IEP's should include goals in a variety of domains including self-care, social-emotional, communication, vocational, pre-academic or functional academic, recreation and leisure, home-living skills, mobility, community orientation and family life. A number of additional considerations relating to IEP's are:

- Long range goals should be broken down into short term, attainable objectives defined in measurable terms.
- Student progress should be recorded regularly and stated in objective, as well as subjective terms.
- As students get older an increasing number of IEP objectives should define community environments for skill instruction, maintenance and generalization.
- In the last years of school, IEP meetings should include discussion on anticipated post-school environments for the students.

School Districts should develop and publish entrance and exit criteria for all programs. Procedures for monitoring and reviewing individual placements and progress should be established.

The Ministry of Education has published the Special Education Core Curriculum Supplement to provide guidance to educators in developing individualized programs for mentally handicapped students.

Schools, in partnership with parents and community, should prepare these students to assume some type of meaningful work upon reaching school leaving age.

3.20.4 SERVICE DELIVERY

Wherever possible, moderately mentally handicapped students should be integrated by class or individually into regular school buildings that have regular students of a similar age range.

Although special class placement may be necessary, it is in keeping with current practice and Ministry philosophy to integrate these students into regular classrooms wherever possible. This may take the form of attending only non-academic subjects like physical education, art and music. However, some individuals may also benefit from inclusion in academic areas.

While these students are frequently receiving instruction in a curriculum which is different from that which their non-handicapped peers receive, care should be taken to maximize opportunities for social integration.

A peer tutor program should be considered in order to maximize contacts with peers and increase opportunities for direct instruction.

3.20.5 EVALUATION

School districts should have an ongoing process to evaluate the effectiveness of their programs for moderately mentally handicapped students. Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.20.6 PROGRAM PERSONNEL

It is the Ministry's expectation that teachers involved with moderately mentally handicapped programs be qualified and experienced. Training in special education and especially in the area of the mentally handicapped is recommended.

In schools where mentally handicapped students are attending, inservice on teaching the mentally handicapped should be available for all the staff.

Young, moderately mentally handicapped students and moderately mentally handicapped students with a physical disability may require additional assistance in the classroom. Personal attendants provided through MHR funding may be used to assist these students. Please refer to the Program Chance Guidelines (Schools Department Circulars R.44 and R.49).

Trained paraprofessionals working as special class aides may carry out many of the instructional sequences under the direction of the classroom teacher.

3.20.7 RESOURCES

Special Education Core Curriculum Supplement is available from the Ministry's Publication Services Branch.

3.20.8 FACILITIES

Please refer to the B.C. School Facilities Building Manual Part 2 Space Standards and Part 3 Design Guidelines.

To accommodate most moderately mentally handicapped students, minimal adaptation will be required for the physical plant. However, easy access or private washrooms may be required.

3.20.9 CONSULTATION

The services of the Provincial Coordinator, Mentally/Physically Handicapped and Autistic are available to assist school districts in the implementation of educational programs for mentally handicapped students. Further information may be obtained from:

Provincial Coordinator
Mentally/Physically Handicapped and Autistic
Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C. V8V 2M4

Telephone: 387-4611 (Local 205)

3.21 - SEVERELY AND PROFOUNDLY MENTALLY HANDICAPPED

3.21.1 DEFINITION

Severely and profoundly mentally handicapped students range in ability from individuals who are capable of learning self-care skills and basic communication to individuals who require intensive intervention to maintain and develop responses to external stimulation. Frequently these students will have sensory and physical disabilities in addition to their mental handicap.

The Ministry recognizes the incidence of severe/profound mentally handicapped conditions as approximately .09% of the school population.

In order to qualify for Ministry of Special Education funding under Function 3 of the Financial Management System, students with severe or profound mental handicaps must be receiving an additional or direct service, related to their handicap, on a regular basis for the majority of their school hours.

3.21.2 IDENTIFICATION/PLACEMENT

Severely and profoundly handicapped students are generally identified in the first few months of life. However, the handicap may also occur later in life due to illness or trauma.

A district screening/placement procedure should be the vehicle to process referrals to programs for the severely and profoundly mentally handicapped to ensure consistency with regard to the student population.

All students admitted to the program should have a current individual assessment provided by a multi-disciplinary team which may include: educators; speech/language pathologists; physiotherapists; occupational therapists and psychologists.

Parental approval must be obtained in writing before performing any individual psychoeducational assessment, obtaining medical or previous psychological reports and placement of a child in a special program.

3.21.3 PROGRAM

An Individualized Educational Plan (IEP) should be developed for each severely and profoundly mentally handicapped student. The program should be developed by the special education teacher with input from school district personnel and parents/guardians or caregivers. The written IEP should include: a statement of the student's present levels of educational performance; the long range goals and short term instructional objectives; the services to be provided; an evaluation procedure; the anticipated duration of services and a date for reviewing the program. An IEP will assist the educators in planning for the maximum independence in age-appropriate mobility, self-care, communication and work related skills.

For many of these students, transfer of learning cannot be assumed. Skills mastered in the classroom often do not generalize to other settings. For this reason, care should be taken to use natural settings for instruction whenever possible. These settings may include shopping malls, recreation centres, public transportation and job sites. The primary goal is to increase the level of independent functioning in adult life including the areas of self-care, recreation leisure, communication and home-living skills. Student progress should be recorded regularly and stated in objective, as well as subjective terms.

School districts should establish program/placement criteria, develop specific program entrance and exit criteria and specific procedures for monitoring or reviewing individual placements.

3.21.4 SERVICE DELIVERY

Wherever possible, severely and profoundly mentally handicapped students should be integrated into regular school buildings which have students of a similar age range. They should be receiving instruction in the least restrictive environment in which appropriate instruction can be offered, given the available resources and given the available medical and/or other necessary non-educational support services. At times it may be necessary to deliver the special education program in a non-school setting.

Due to the limited numbers of students in this category it is anticipated that in some school districts severely and profoundly handicapped students may be grouped with other mentally handicapped students.

The inclusion of severely and profoundly mentally handicapped students into the regular classroom will frequently be limited to non-academic and social interaction. The provision of opportunities for non-disabled students to interact with, and provide stimulation for the severely and profoundly handicapped students are encouraged.

3.21.5 EVALUATION

School districts should have an ongoing process to evaluate the effectiveness of their programs for severely and profoundly mentally handicapped students. Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.21.6 PROGRAM PERSONNEL

The expectation of the Ministry of Education is that all teachers working with the severely and profoundly mentally handicapped will display the competencies to implement a functional and realistic program plan for each severely and profoundly handicapped student in the program. These competencies will have been developed through training and experience both in general and special education.

Teachers should demonstrate ability to coordinate a transdisciplinary team which frequently includes a physiotherapist, an occupational therapist, a speech-language pathologist, child care workers, aides and others.

Medical personnel should assume responsibility for such routines as catheterization and administration of medications. Where medical personnel cannot be in full time attendance, they should assume responsibility for the training and the supervision of school personnel carrying out these tasks. Procedures should be outlined in writing by the appropriate medical personnel and have signed parental/guardian approval.

Personal attendants (provided by MHR funding through Program CHANCE) and Teacher Aides may be used to assist severely and profoundly mentally handicapped students. Please refer to Program Chance Guidelines (Schools Department Circular R.44 and R.49).

Trained personal attendants and paraprofessionals may carry out a portion of the program under the direction of the teacher.

Due to the unique needs of these students, the inservice needs of staff will be varied. Inservice opportunities should be made available to both teachers and non-professionals working with these students. Regular meetings with the entire team should be scheduled so all can attend.

3.21.7 RESOURCES

Special Education Core Curriculum Supplement is available from the Ministry's Publication Services Branch to assist educators in the planning of IEP's for these students.

Disabled Living Resource Centre
Kinsmen Rehabilitation Foundation
2256 W. 12th Avenue
Vancouver, B.C.
V6K 2N5

Telephone: (604) 736-8841

Wesbrook Children's Technology Centre
School of Rehabilitation Medicine
University of British Columbia
2194 Health Sciences Mall
Vancouver, B.C.
V6T 1W5

Telephone: (604) 228-7171 or (604) 228-7708

Dependent Handicapped
Curriculum Guide (Revised Edition 1983)
Alberta Education
11160 Jasper Avenue,
Edmonton, Alberta
T5K 0L2

3.21.8 FACILITIES

Please refer to the B.C. School Facilities Building Manual Part 3 Design Guidelines.

As many severely/profoundly mentally handicapped students are non-ambulatory, existing buildings may require modification.

3.21.9 CONSULTATION

The services of the Provincial Coordinator, Mentally/Physically Handicapped and Autistic are available to assist school districts in the implementation of educational programs for mentally handicapped students. Further information may be obtained from the:

Provincial Coordinator
Mentally/Physically Handicapped and Autistic
Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C.
V8V 2M4

Telephone: 387-4611 (Local 205)

3.22 - PHYSICALLY HANDICAPPED

3.22.1 DEFINITION

Physically handicapping conditions include disorders of the nervous system, musculoskeletal conditions, congenital malformations and other physically disabling and health related conditions. The extent of the physical impairment varies greatly resulting in a range of educational implications. The majority of students in this category have minimal involvement and thus require minor adaptations in curriculum materials and instructional techniques. Successful programming for students who are more seriously involved may require the use of support workers and specialized teaching equipment in addition to modification of curricular materials and instructional methods. Many of these students may be included and funded in other special education categories.

In order to qualify for Ministry special education funding under Function 3 of the Financial Management System, physically handicapped students must be receiving an additional or direct service, related to their handicap, on a regular basis, for the majority of their school hours.

3.22.2 IDENTIFICATION/PLACEMENT

These students may have been identified in their first few months of life. However, the handicaps may also occur later in life due to illness, accident or trauma. Their involvement with the medical profession, physiotherapists, occupational therapists and speech/language pathologists frequently begins prior to attending school. Recommendations from these professionals will provide the educators with information which will assist in their educational planning.

Physically handicapping conditions are usually identified on the basis of medical classifications:

Disorders of the nervous system: e.g. Cerebral Palsy, Convulsive Disorders (Epilepsy), Multiple Sclerosis.

Musculoskeletal conditions: e.g. Scoliosis, Legg-Perthe's, Rheumatoid Arthritis, Muscular Dystrophy.

Congenital malformations: malformations of the heart, limb deficiencies, spina bifida, hydrocephalus.

Other disabling conditions: e.g. conditions due to accidents, infectious diseases, birth injuries.

Impaired health conditions: e.g. cystic fibrosis, leukemia.

3.22.3 PROGRAM

Most students should be fully integrated with the necessary adaptations made to physical facilities to accommodate their handicap. Some students may require modifications to curriculum, methods and/or materials.

Due to the varied learning needs and styles of some of these students, the involvement of a transdisciplinary team may be advantageous. This team may include: the teacher and support staff; physiotherapist; occupational therapist; speech/language pathologist; technician, and others.

An Individualized Educational Plan (IEP) should be designed annually. All members of this transdisciplinary team, parents/ guardians and caregivers and the student if possible, should be involved in the IEP process.

Recent and ongoing technological advances in adaptive devices (computer access, environmental controls, augmented communication) have greatly enhanced learning opportunities for students with physical handicaps. It is expected that staff will stay informed about current developments and introduce new technology whenever possible.

Student progress should be recorded regularly and stated in objective, as well as subjective terms.

3.22.4 SERVICE DELIVERY

Most physically handicapped students should receive services at their neighbourhood school or another school in their home school district.

Children who are multiply handicapped may be placed in programs in their neighbourhood school, at a special centre operated by the school district, or in another school district or due to medical conditions in a special care setting.

3.22.5 EVALUATION

School districts should have an ongoing process to evaluate the effectiveness of their programs for physically handicapped students. Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.22.6 PROGRAM PERSONNEL

It is the Ministry's expectation that teachers working with physically handicapped students be qualified and experienced in the area of special education.

Inservice needs for teachers and aides who work with physically handicapped students should be specific for each student because of their unique needs. Due to these needs the teacher should seek out information particular to the requirements of the student with whom they work. This assistance may be available from the referring agency or the assessment centre involved with the student.

Teacher-aides and personal attendants frequently assist physically-handicapped students. It is desirable for these paraprofessionals to be provided with relevant training.

Funding may be available for personal attendants through Program CHANCE, please refer to Schools Department Circulars R.44 and R.49.

3.22.7 RESOURCES

Disabled Living Resource Centre
Kinsmen Rehabilitation Foundation
Technical Aids Dept.
2256 W. 12th Avenue
Vancouver, B.C.
V6K 2N5

Telephone: (604) 736-8841

Wesbrook Children's Technology Centre
School of Rehabilitation Medicine
University of British Columbia
2194 Health Sciences Mall
Vancouver, B.C.
V6T 1W5

Telephone: (604) 228-7171

Computer Assisted Instruction Program
Burnaby Association for the Mentally Handicapped
4190 East Hastings,
Burnaby, B.C.
V5C 2J4

Telephone: (604) 291-6086

School Program
G.F. Strong Rehabilitation Centre
4255 Laurel Street,
Vancouver, B.C.
V5Z 2G9

Telephone: (604) 734-1313

Associations and agencies established for specific handicaps.

3.22.8 FACILITIES

School districts are strongly encouraged to consider the needs of the physically handicapped in planning new or modifying existing school buildings. Please refer to the British Columbia School Facilities Building Manual - Part 3 Design Guidelines.

3.22.9 CONSULTATION

The services of the Provincial Coordinator, Mentally/Physically Handicapped and Autistic are available to assist school districts in the implementation of educational programs for mentally handicapped students. Further information may be obtained from:

Provincial Coordinator
Mentally/Physically Handicapped and Autistic
Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C.
V8V 2M4

Telephone: 387-4611 (Local 205)

3.23 - VISUAL IMPAIRMENT

3.23.1 DEFINITION

Visually impaired students include those students whose visual impairment result in such a substantial educational handicap that they require special education and/or related services from trained and experienced teachers of the visually impaired. These students are commonly referred to as blind or partially sighted.

Visually impaired students are comparatively few in number, are in widespread geographic areas, and require diversified programs.

In order to qualify for Ministry special education funding under Function 3 of the Financial Management System, students with visually impairment must be receiving an additional or direct service, related to their handicap, on a regular basis.

3.23.2 IDENTIFICATION/PLACEMENT

Each school district should have a vision screening program for the identification and prevention of visual impairment. Such programs can be conducted jointly by the local health and school personnel. Those children who fail the screening test should be referred to their family physician and/or an opthamologist for a complete assessment of vision. Information regarding vision screening and referrals can be obtained from the Director, Vision Services Branch of the Division of Special Education.

3.23.3 PROGRAM

With adequate support services most visually impaired students can be educated in regular classroom programs.

Many visually impaired students can follow the regular curriculum with minor adaptations in content or methods. However, whenever necessary, the curriculum should be modified and individualized to reflect needs. The curriculum should allow for specific skill building areas such as braille reading (for blind students), typing, abacus, orientation and mobility skill training, visual functioning training, etc., and not be confined solely to academic subjects.

3.23.4 SERVICE DELIVERY

In view of the variability of the educational needs of visually impaired students, a variety of program options should be available. To meet the needs of visually impaired students, school districts should make available the following special educational programs, if required:

(a) Regular class with support from a trained teacher (itinerant) of visually impaired students and/or a teacher aide.

(b) Resource room.

(c) Special class.

(d) Individualized program for children with special needs, (e.g. visually impaired student with another handicap, multi-sensory deprived student).

In programs where blind (braille-using) students are enrolled, braille transcription services for tests, examinations and teacher-made materials should be provided.

3.23.5 EVALUATION

School districts should provide for regular evaluation of programs for students with visual impairment.

Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.23.6 PROGRAM PERSONNEL

Services from trained and qualified teachers should be provided in programs for visually impaired students as special education funding will be contingent upon the provision of such services.

3.23.7 RESOURCES

Attention is drawn to teaching suggestions outlined in The Visually Impaired Student in the Regular Classroom, Orientation and Mobility for the Visually Impaired (both available from Publication Services); Physical Education for the Visually Impaired (which will be available in the Fall of 1985) and Guidelines for Public Programs Serving Visually-Handicapped Children, S.J. Spungin, American Foundation for the Blind (Second Edition, 1980).

School administrators, regular classroom teachers and other personnel working directly with visually impaired students should contact the itinerant or resource teacher of visually impaired students in their school district for information, advice, suggestions and the required services.

The Provincial Resource Centre for the Visually Impaired is located at:

4196 W. 4th Avenue
Vancouver, British Columbia
V6R 4J5
Telephone: 224-2355

A catalogue of special-format instructional materials for loan has been distributed to all school districts. Additional copies are available upon request. (The Ministry's Policy Statement on Instructional Materials for the Visually Impaired NO 10 83.12.07) outline the following services which are available:

(a) Loan of "prescribed" or "authorized" texts in braille or audiotape format.

(b) Loan of specialized equipment.

(c) Borrower advisory services.

School administrators and teachers should be aware of the special needs of visually impaired students regarding procedures relating to provincial and scholarship examinations as outlined in Ministry Policy Circulars No. 06 (83.09.02), No. 07 (83.09.21) and No. 09 (83.11.29). For braille-using students, braille question papers will be supplied by the Ministry.

Information regarding recreation, family support and braille transcription services can be obtained from:

Canadian National Institute for the Blind
350 East 36th Avenue
Vancouver, British Columbia
V5W 1C5
Telephone: 321-2311.

3.23.8 FACILITIES

Please refer to B.C. School Facilities Building Manual - Part 3 Design Guidelines.

Most visually impaired students require certain equipment and facilities in order to function in a regular school setting. Some basic items include typewriters, cassette recorders, optical aids and other equipment recommended by district itinerant or resource teachers or the Provincial Coordinator, Programs for Visually Impaired, Ministry of Education. For eligible visually-impaired students a capital equipment allowance is available to school districts in order to provide the above items. Enquiries about this allowance should be directed to the Schools Facilities Branch of the School Management Services Division.

Consideration should be given to allow physical facilities which include storage of special equipment (e.g. braillers, typewriters) and materials (e.g. braille texts, large print dictionaries, tapes) used by the visually impaired students. A working or instructional area for specific skill building by the itinerant or resource teacher should also be provided.

3.23.9 CONSULTATION

The services of the Provincial Coordinator, Programs for Visually Impaired are available to assist school districts in the development, implementation, maintenance and monitoring of educational programs for the visually impaired. Further information may be obtained from:

Provincial Coordinator
Programs for Visually Impaired
Provincial Resource Centre for the Visually Impaired
4196 West 4th Avenue
Vancouver B.C. V6R 4J5
Telphone: 224-2355

APPENDIX I

ORIENTATION AND MOBILITY SERVICES

Orientation and Mobility is an important independence skill for visually impaired students. This essential skill is required to enable visually impaired students to enrol in public school programs and participate in the day-to-day instruction and activities within the regular classroom setting and community setting. The development of this skill is a shared responsibility of school and home.

Service Delivery

School districts should acquire orientation and mobility services from trained orientation and mobility instructors on a fee for service basis. Financial provision for these services is built into the service level for 3.23.

Instruction

It is important for all eligible students that orientation and mobility skills be introduced in a planned sequential pattern and instruction be made available at various stages of development. These services should continue throughout the educational process.

Personnel

To ensure that students have access to quality services, school districts should obtain services from instructors with appropriate training. It is recommended that services be provided by instructors who have taken training in orientation and mobility through a university program or accredited agency. A well trained orientation and mobility instructor working with school age children is one who has a solid foundation and expertise in the areas of education of visually impaired children, orientation and mobility and child growth and development.

Resources

To assist school districts in the provision of orientation and mobility services the Ministry is preparing a package entitled Orientation and Mobility Resource Book (Publication Services). This package includes a resource book and a video tape (Provincial Education Media Centre) outlining the various aspects of orientation and mobility services.

Consultation

Assistance in program assessment and consultation regarding orientation and mobility services is available through the office of the Director of Vision Services.

3.24 - HEARING IMPAIRMENT

3.24.1 DEFINITION

Hearing-impaired students include those students whose hearing impairment results in such a substantial educational handicap that they require direct special education and/or related services on a regular basis from trained and qualified teachers of the hearing impaired. These students may be described as deaf or hard of hearing.

In order to qualify for Ministry of Education funding under Function 3 of the Financial Management System, students with hearing impairments must be receiving an additional or direct service, related to their handicap, on a regular basis.

3.24.2 IDENTIFICATION/PLACEMENT

Most children with a significant hearing loss will have been identified prior to their admission to the school system. A few however, and particularly those with less severe losses, will not have been identified prior to kindergarten. It is highly recommended that all children in kindergarten be given a hearing screening test early in the year. Those children who fail the screening test should be referred to their nearest health unit or audiological clinic for a complete assessment of their hearing. It is further recommended that any student being referred for special educational services at any time during his/her school career be referred for an audiological assessment to ensure that he/she does not have a hearing loss contributing to or accounting for his/her educational problems.

School districts requiring advice on placement of hearing-impaired students may refer them to the Provincial Educational Review Committee for the Hearing Impaired (P.E.R.C.H.I.). This committee, comprised of professionals involved in the education of the hearing impaired, will review the needs of the students and make recommendations for appropriate programs to the referring school districts. Referrals to this committee are made through the Director of the Hearing Impaired and Speech Programs Branch.

3.24.3 PROGRAM

Any child diagnosed as hearing impaired and requiring special services from a teacher of the hearing impaired should have an I.E.P prepared to meet his/her educational needs. While the responsibility for designing the I.E.P. shall be that of the teacher of the hearing impaired other professionals may be involved.

These may include speech pathologists, audiologists, psychologists, parents and others as required. The child's educational progress should be reviewed frequently and an audiological assessment carried out once a year.

3.24.4 SERVICE DELIVERY

Local Programs

Many hearing impaired students can and should be educated in regular classes with the necessary support of itinerant teachers of the hearing impaired.

However, in view of the variability of the educational needs of hearing impaired students, a variety of options must be available. School districts should offer the following special educational programs, as required:

(a) Regular class with support from an itinerant teacher of the hearing impaired.

(b) Resource Room staffed by a teacher of the hearing impaired.

(c) Self-contained class staffed by a teacher of the hearing impaired and with the necessary support services.

(d) Individualized programs for hearing impaired students with special needs, (e.g. multi-handicapped hearing-impaired students).

Regional Programs

Hearing-impaired students are comparatively few in number and are located in widespread geographic areas. It is not always feasible therefore, to provide the full range of services as described in Local Programs. In such cases school districts are encouraged to work together to maintain regional programs to serve the needs which cannot be met by all individual districts. Please refer to Section 14 - Funding and Placement, of this manual.

Provincial Programs

When the needs of a particular hearing-impaired student cannot be met locally or regionally, that student may be referred to the Provincial Educational Review Committee for the Hearing Impaired for possible placement in Jericho Hill Provincial School for the Deaf or another Provincial Resource Program for the Hearing Impaired. Please refer to Appendix I, of this section.

Secondary age hearing-impaired students often present additional needs of a social and educational nature. In order to meet the needs of those students requiring more than itinerant services, it may be necessary to centralize services regionally or provincially. Secondary school programs for the hearing impaired should be developed only where there are a sufficient number of students to launch a flexible and comprehensive program with qualified staff and the necessary support services. It is recommended that a minimum of 10 students be required for such a program. Provincial Programs are available at the secondary level at Jericho Hill School (Total Communication) and within Burnaby School District (Auditory/Oral).

3.24.5 PROGRAM EVALUATION

School Districts should have an ongoing process to evaluate the effectiveness of their programs for hearing-impaired students. Please consult the Ministry's Evaluation of Special Programs: Resource Materials, for information on evaluation.

3.24.6 PROGRAM PERSONNEL

It is expected that all programs for hearing-impaired students will have the services of qualified teachers of the hearing impaired (see the Ministry's policy statement on the education of hearing impaired children). Other personnel may include teacher aides/interpreters as required.

All non-teaching personnel dealing with hearing-impaired students should also have some background knowledge and expertise in working with hearing impaired children.

3.24.7 RESOURCES

The Ministry of Education provides auditory training equipment to districts for students who can benefit from its use. A Resource Centre has been established within the Hearing Impaired and Speech Programs Branch to assist districts and teachers of the hearing impaired to keep abreast of recent developments, and materials available. The following publications are available from the Ministry's Publication Services Branch:

- Math Resource Book for the Hearing Impaired
- Speech Resource Guide for the Hearing Impaired
- Life Skills Resource Book for the Hearing Impaired
- The Hearing Impaired Student in the Regular Classroom

3.24.8 FACILITIES

When setting up programs for hearing-impaired students districts should be aware of the need to provide a suitable acoustical environment within the classroom. Suggestions for classroom treatment are contained in the B.C. School Facilities Building Manual Part 3, Design Guidelines.

3.24.9 CONSULTATION

The services of the Director of Speech and Hearing Branch and the Coordinator of Hearing Impaired Programs are available to school districts to assist with programs for hearing-impaired students. Further information may be obtained from:

Director
Hearing Impaired and Speech Programs Branch
Division of Special Education
Ministry of Education
4196 West 4th Avenue
Vancouver, B.C. V6R 4J5
Telephone: 224-4384
TDD: 224-6115

APPENDIX I

PROVINCIAL EDUCATIONAL REVIEW COMMITTEE FOR THE HEARING IMPAIRED

PROCEDURES

The Committee will accept referrals from various sources such as school districts, parents/guardians, agencies, hospitals, medical practitioners, pre-school societies, and the Ministry of Education.

On receipt of a referral from a source other than the school district serving the child, notification is sent to the superintendent of the serving district. Notification is sent to the home district if different requesting relevant information. Parents/guardians are notified of the referral and a signed consent is requested for release of information.

Information is requested from any agencies that are or have been involved with the child.

All relevant documents are received and collated by the secretary for review by the Committee.

Wherever it is deemed appropriate and possible, members of the Committee will visit to observe children in their program and attend any relevant conferences.

Two weeks prior to the child being discussed, the school district will be notified of the time and date of the meeting and invited to send a representative.

Where appropriate, parents and agency personnel are advised of the time and date of the meeting and informed that they may attend at their own expense, if they so wish.

Based on a review of all information available and the perceived educational and related needs of the student, the Committee develops recommendations for an appropriate program.

Recommendations are sent by letter as follows:

- Original to the superintendent of the serving school district.
- Copy to the home school district if different from the serving district.
- Copy to the referring party if different from the school district
- Copy to the Ministry of Human Resources representative if the child is in care.
- Copy of recommendation and covering letters to file.

Upon request, and in light of additional information, the Committee will reconsider its recommendation.

The Committee will review all recommendations at appropriate intervals.

Decisions regarding referral to Jericho Hill School may be appealed to the Minister of Education.

APPENDIX II

PROCEDURES FOR OBTAINING AUDITORY TRAINING EQUIPMENT FOR HEARING IMPAIRED STUDENTS

For the past several years, the Ministry of Education has made available auditory training equipment to hearing-impaired students in the public schools of British Columbia. This equipment is provided and serviced through the Speech and Hearing Division of the Ministry of Health. In order to continue smooth delivery of this support service, all are asked to observe the following procedures:

(a) Requests for auditory training equipment (for school use only) should be forwarded to the Audiologist of the local Ministry of Health, Speech and Hearing Clinic by the District Superintendent of Schools.

(b) On receipt of the above request, the Audiologist will make a needs assessment and forward a recommendation for action to the Ministry of Health, Speech and Hearing Division.

(c) The Speech and Hearing Division will specify the equipment required on SED 81/IE forms and will forward all copies to the Director of Hearing Impaired and Speech Programs, Ministry of Education.

(d) After considering the recommendation(s), the Division of Special Education may authorize necessary action, including the purchase of equipment to be provided on loan to the school district for use by an individual student. It should be noted that the equipment remains the property of the B.C. Government (Ministry of Education) and must be returned to the Ministry of Health, Speech and Hearing Clinic if the student leaves the district or does not require the equipment for some other reason.

(e) After authorization by the Ministry of Education, a Ministry of Health Authorization to Invoice will be sent to the audiologist, Speech and Hearing Division. The School District, Speech and Hearing Division, and the Audiologist receive copies of the approved SED 81/1E. The equipment will be supplied and serviced by the Speech and Hearing Division. The local audiologist will install the equipment, adjust it to the student's individual requirements and instruct both teacher and student on the use and care of the equipment.

(f) At the time of installation the invoice is signed by the Principal. Billing, along with a copy of the invoice will be sent by Speech and Hearing Division to the Director of Hearing Impaired and Speech Programs on a monthly basis where it will be approved for payment.

(g) The local audiologist is responsible for maintenance of equipment and the monitoring of the audiological levels on a regular basis. Should any problem arise between these periodic checks, the teacher or principal should contact the audiologist immediately.

(h) As this equipment is expensive, all school districts should make certain that it is covered by adequate insurance.

(i) Further enquiries should be addressed to:

Director,
Hearing Impaired and Speech Programs Branch
Division of Special Education
Ministry of Education
4196 West 4th Avenue
Vancouver, B.C. V6R 4J5

3.25 - AUTISTIC

3.25.1 DEFINITION

The definition of Autism as used by the Ministry of Education is derived from the short definition endorsed by the Canadian Society for Autistic Children (October 1977).

"Autism is a severely incapacitating life-long developmental disability which typically appears during the first three years of life. It occurs in approximately five out of every 10,000 births (incidence .05%) and is four times more common in boys than girls. It has been found throughout the world in families of all racial, ethnic and social backgrounds. No known factors in the psychological environment of a child have been shown to cause autism."

The symptoms are caused by physical disorders of the brain. They must be documented by medical history or examination. They include:

(a) Disturbances in the rate of appearance of physical, social and language skills.

(b) Abnormal responses to sensations. Any one or a combination of sight, hearing, touch, pain, balance, smell, taste, and the way a child holds his body are affected.

(c) Speech and language are absent or delayed while specific thinking capabilities may be present. Immature rhythms of speech, limited understanding of ideas, and the use of words without attaching the usual meaning to them are common.

(d) Abnormal ways of relating to people, objects and events. Typically, they do not respond appropriately to adults and other children. Objects and toys are not used as normally intended.

Autism occurs by itself or in association with other disorders which affect the function of the brain such as viral infections, metabolic disturbances, and epilepsy.

3.25.2 IDENTIFICATION/PLACEMENT

Students admitted to an autistic program should have had a current assessment which includes information on vision, hearing, educational achievement, academic abilities, speech, social adjustment, and physical development. Parental approval in writing should be obtained before performing a formal psychoeducational assessment or obtaining any medical or psychological reports. Parents should be involved in program/placement decisions.

The district screening and placement procedure should be the vehicle to process referrals for the program to ensure consistency with regard to the student population being served. The committee should also establish entrance and exit criteria for the program and determine student placement review mechanisms.

3.25.3 PROGRAM

Education programs have been shown to be effective in the treatment of autistic children. Such programs can increase skills through highly structured, longitudinal, objective-oriented instruction. Behaviour technology is an effective method for both instructional techniques and behaviour management strategies. The program objectives should be based on the individual child's nature and needs and include the following areas:

(a) Socially adaptive behaviour and social responsiveness;

(b) Gross and fine motor coordination skills;

(c) Visual and auditory perception skills;

(d) Language and communication skills;

(e) Academic performance.

An improvement in student's adaptive behaviour and skills should result in a greater range of functional skills directed at community living. The Special Education Core Curriculum Supplement is available from the Ministry of Education which will assist educators in planning appropriate educational programs.

Vocational training should be an integral part of the secondary school experience for autistic students. These experiences should be conducted in accordance with the Ministry Guidelines for the rest of the student population (Handbook of Operating Instructions for Work Study - Work Experience Programs in B.C. Secondary Schools, 1982). These programs are most effective when coordinated by the special education teacher and the career preparation teacher.

An Individualized Educational Plan (IEP) should be developed annually for each autistic student who is identified as needing a special program. The written IEP should be developed by the special education teacher with input from the classroom teacher, the school based team and the parents/guardians or caregivers. The program should include: a statement of the student's present levels of educational performance; the long range goals and short term instructional objectives; the services to be provided; an evaluation procedure; and the anticipated duration of services and a date for reviewing the program.

The IEP will assist the educators in planning for the maximum academic, vocational and social development of autistic students.

Student progress should be recorded regularly and stated in objective, as well as subjective, terms.

School districts should establish program/placement criteria, develop specific program entrance and exit criteria and specify procedures for monitoring or reviewing individual placements.

3.25.4 SERVICE DELIVERY

In keeping with the Ministry's position of education in the least restrictive environment, some autistic students would be appropriately placed in the regular classroom with the provision of support services. Partial or full special class placement should only be considered upon the recommendations of the district screening committee.

In view of the variability of educational needs of autistic students, support services should be available to individual autistic students where there is a demonstrated need.

The following support options may be available in a continuum of special educational services for the autistic in a school district:

(a) Teacher with consultative assistance

(b) Classroom Aid or CHANCE Worker (Personal Attendant)

(c) Resource Room

(d) Special Class

3.25.5 EVALUATION

School districts should have an ongoing process to evaluate the effectiveness of their programs for autistic students. Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.25.6 PROGRAM PERSONNEL

Teachers of autistic students should have training and experience in special education and display those skills necessary to develop and implement a functional and realistic individual program.

Teachers should have competency in establishing a transdisciplinary team, supervising and coordinating the work of classroom aides and other relevant personnel.

In addition to the teacher, the success of an instructional program may be directly affected by other support staff involved in the program. Staff may include teacher aides and/or personal attendants whose main function should be to assist the teacher in implementing the educational plan. It is expected that all program staff have received basic training in growth and development, behaviour management, and human relations and have demonstrated skills in current special education practice.

The need for support personnel for autistic students varies from student to student. Personal attendants (provided by MHR funding of CHANCE workers) may be required. Please refer to the Program Chance Guidelines (Schools Department Circulars R.44 and R.49)

3.25.7 RESOURCES

The following facilities deal exclusively with autistic students and can provide useful information to school districts:

Laurel House Society
1896 W. 15th Avenue
Vancouver, B.C.
V6J 2L1
Telephone: (604) 875-6355

Gateway House
4883 - 48th Avenue
Ladner, B.C.
V4K 1V2
Telephone: (605) 946-0401

Useful resource books:

Teaching Makes a Difference (California State Department of Education, 1977) available from PAAC.

Instructional Procedures for Educating Students with Autism, available from:

Department of Learning, Development and Special Education
Northern Illinois University
Dekalb, Illinois
60115

Special Education Core Curriculum Supplement available from the Ministry's Publication Services Branch.

3.25.8 FACILITIES

The location of programs for autistic children in a regular school should provide access to normal peer models and peer tutors. The facility should provide relatively easy transition from the segregated classroom to the regular classroom situation, the gymnasium, the library and other school facilities.

Please refer to B.C. Schools Facilities Building Manual Part 3 Design Guidelines.

3.25.9 CONSULTATION

The services of the Provincial Coordinator, Mentally/Physically Handicapped and Autistic are available to assist school districts in the implementation of educational programs for autistic students. Further information may be obtained from:

Provincial Coordinator
Mentally/Physically Handicapped, Autistic
Division of Special Education
Ministry of Education
Parliament Buildings
Victoria B.C.
V8V 2M4

Telephone: 387-4611 (Local 205)

3.26 - SEVERE LEARNING DISABILITIES

3.26.1 DEFINITION

The Ministry of Education recognizes that 1-2% of students in the schools will be severely learning disabled. These students experience difficulties with learning that are so severe as to almost totally impede educational instruction by conventional methods. It is anticipated that the mild to moderately learning disabled will be supported at the school level by the Learning Assistance teacher.

The following definition is advanced by the Ministry of Education:

> Learning disabilities is a processing disorder involved in understanding or using symbols or spoken language. These disorders result in a significant discrepancy between estimated learning potential and actual performance. Generally, a discrepancy of two or more years on grade equivalent scores or a similar discrepancy on standardized score comparisons is recognized as significant. This discrepancy is related to basic problems in attention, perception, symbolization and the understanding or use of spoken or written language. These may be manifested in extreme difficulties in thinking, listening, talking, reading, writing, spelling or computing.

The defined population is limited to children whose learning difficulty can be clearly identified as a communication disorder. This category does not include children with learning problems primarily resultant from factors such as:

1. Sensory or physical impairments;
2. Mental retardation;
3. Emotional disturbance;
4. Environmental or cultural disadvantage:
5. English as a Second Language;
6. Lack of opportunity to learn: due to irregular attendance or transiency

3.26.2 IDENTIFICATION/PLACEMENT

Students suspected of being severely learning disabled should be referred for an in-depth psychoeducational assessment. Health and developmental information, including social adjustment data, should also be included in the assessment. Prior to this referral; however, it is essential that sufficient school based data collection be compiled and instructional intervention strategies attempted.

The district screening and placement procedure should be the vehicle to process referrals for the program to ensure consistency with regard to the student population being served.

Parental permission should be obtained prior to any data gathering and the parents should be involved in any program/placement decisions.

3.26.3 PROGRAM

An Individualized Educational Plan (IEP) should be carefully planned for the student with a severe learning disability. The program should include a statement of the student's present levels of educational performance, the long range goals and short term instructional objectives, the services to be provided, the evaluation procedure, the anticipated duration of services and a date for reviewing the program. The program should be developed by the learning disabilities teacher in conjunction with the classroom teacher, learning assistance teacher, other involved school personnel and parent/guardian.

Individualized planning should be provided on an intensive basis, with a view to maintaining the student in/or returning the student to the regular classroom as quickly as possible. Each student's program and placement should be reviewed regularly.

Duration of service will vary according to degree of disability and rate of learning. It is recognized that even when students with severe learning disabilities respond well to intensive short term instruction, they may still need ongoing support which is usually provided by the learning assistance teacher. Some students may require ongoing intensive long term service in a resource room or a self-contained class.

Student progress should be recorded regularly and stated in objective, as well as subjective, terms.

School Districts should establish program/placement criteria, develop specific program entrance and exit criteria and specify procedures for monitoring or reviewing individual placements.

3.26.4 SERVICE DELIVERY

School districts should examine the least restrictive alternative in planning services for the severely learning disabled student. It is recognized however, that a range of options is necessary in planning appropriate services for such a diverse group. Possible service delivery options include assessment and programming centres, resource rooms, self contained classes and itinerant services.

3.26.5 EVALUATION

School districts should provide for regular evaluation of programs for students with severe learning disabilities. Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.26.6 PROGRAM PERSONNEL

Teachers appointed to programs for the severely learning disabled should have the qualifications and competencies expected for learning assistance teachers, as well as, advanced course work in the following areas:

(a) assessment and programming for learning disabilities;
(b) language and communications;
(c) diagnosis and remediation of mathematics and language arts;
(d) social skills development and behaviour management;
(e) curriculum modification;
(f) cooperative planning and consultation.

3.26.7 RESOURCES

Severely learning disabled students who have difficulty in using print materials may obtain copies of audio books from the master tapes held by the Provincial Resource Centre for the Visually Impaired at minimal cost. Titles held by the Centre are listed in a catalogue which is available in all school districts.

To comply with copyright requirements users of this service must be certified by the school district as "print- handicapped". Forms are available from the Resource Centre and must be signed by the Superintendent of Schools or the Special Education Supervisor.

Inquiries and purchase orders should be addressed to:

Provincial Resource Centre for the Visually Impaired
4196 West 4th Avenue,
Vancouver, B.C.
V6R 4J5

3.26.8 FACILITIES

Please refer to the B.C. School Facilities Building Manual - Part 3 Design Guidelines.

3.26.9 CONSULTATION

The services of the Coordinator, Learning Assistance and Learning Disabilities are available to school districts to assist with learning disability programs. Further information may be obtained from:

Provincial Coordinator
Learning Assistance and Learning Disabilities
Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C.
V8V 2M4

Telephone: 387-4611 (Local 205)

3.27 - MILDLY MENTALLY HANDICAPPED (E.M.H.)

3.27.1 DEFINITION

On formal psychological tests, mildly mentally handicapped students usually score between two and three standard deviations below the norm.

As a general guideline, educators could anticipate that many mildly mentally handicapped students are capable of attaining an academic level equivalent to upper intermediate grades. These students may be able to progress satisfactorily in standard programs in regular classrooms although modification of curricular materials and instructional methods may be required.

The Ministry recognizes that approximately 1.35% of the school population may be mildly mentally handicapped. In order to qualify for Ministry special education funding under Function 3 of the Financial Management System, mentally handicapped students must be receiving an additional or direct service related to their handicap, on a regular basis, for the majority of their school hours.

3.27.2 IDENTIFICATION/PLACEMENT

The mildly mentally handicapped student is not usually recognized as delayed during the preschool years. There may, however, be slight delays in speaking, language development and walking. When these students enter school and have difficulty in learning the required cognitive subject matter, their deficit becomes more apparent.

There are two components necessary for identifying mildly mentally handicapped students:

(a) An observation of the student's learning strengths and weaknesses. An assessment of these skills should indicate where the student requires additional educational support to attain age appropriate coping skills and higher academic levels.

(b) A psychoeducational assessment to determine the student's level of cognitive functioning.

The most frequently used tests in assessing mental handicaps are the Stanford-Binet and the Wechsler Intelligence Scale for Children - Revised. The results on these tests should be seen only as indicators of present mental development. Assessment should also include such instruments as the Vineland Social Maturity Scale, the Caine-Levine Scales and the Adaptive Behaviour Functioning Index (A.A.M.D.). A profile of the child's performance levels in all skill areas should be determined. Test scores should be regarded as indicators rather than as being definitive in nature. School districts are urged to use them with extreme caution. The purpose of an assessment should always be to assist in deciding the nature of programming for a child.

A district screening and placement procedure should be the vehicle to process referrals to programs for the mildly mentally handicapped. This would ensure consistency with regard to the student population being served.

All students admitted to the program should have a recent individual psychoeducational assessment which includes information on academic skills, perceptual skills, personal and social adjustment and specific aptitudes.

Parental approval must be obtained in writing before performing an individual psychoeducational assessment or obtaining medical or psychological reports.

Medical assessments should also be carried out prior to placement and should be available on all students indicating any visual, auditory, motor or other deficits.

School districts should develop and publish entrance and exit criteria for all programs. Specific procedures for monitoring and reviewing individual placements and progress should be established.

3.27.3 PROGRAM

In their elementary school years mildly mentally handicapped students may be able to progress satisfactorily in regular programs with modification to curricular material and/or supplementary (tutoring) assistance.

At the secondary school level their academic programs should become more functional. Special care should be taken to ensure that mildly mentally handicapped students have access to the elective programs where they can succeed. The Special Education Core Curriculum Supplement is available from the Ministry of Education to assist educators in planning appropriate educational programs.

Work experience and job training should be an integral part of the high school program for mildly mentally handicapped students. These experiences should be conducted in accordance with relevant Ministry Guidelines (Handbook of Operating Instructions for Work Study - Work Experience Programs in B.C. Secondary Schools, 1982). These programs are often most effective when coordinated by the special education teacher and the work experience teacher.

The intention is for mildly handicapped students to graduate into actual jobs, for which they have been adequately prepared.

An individualized educational program should be planned for each mildly mentally handicapped student who is identified as needing a special program. The written IEP should be developed by the special education teacher with input from the classroom teacher, the school-based team and parents/guardians. The program should include a statement of the student's present levels of educational performance, the long range goals and short term instructional objectives, the services to be provided, an evaluation procedure, the anticipated duration of services and a date for reviewing the program.

Student progress should be recorded regularly and stated in objective, as well as subjective, terms.

School Districts should establish program/placement criteria, develop specific program entrance and exit criteria and specify procedures for monitoring or reviewing individual placements.

3.27.4 SERVICE DELIVERY

In keeping with the Ministry's position of education in the least restrictive environment, many mildly mentally handicapped students would be appropriately placed in the regular classroom with the provision of support services. Full or part-time special class placement should only be considered upon the recommendations of the district screening/placement committee.

If special class placement is considered necessary, the following instructional options should be considered:

(a) Enrolment in a regular class with a percentage of time spent in a special class setting for specialized, individualized and concentrated assistance. The time spent in the special setting would vary (up to 90%) depending upon the individual needs of the student.

(b) Part-time enrolment in a special class, with a percentage of time (up to 80%) spent in regular classes, depending on the educational needs of the student. The size of the special class should be determined by the needs of the students.

3.27.5 EVALUATION

School districts should have an ongoing process to evaluate the effectiveness of their programs for mildly mentally handicapped students. Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.27.6 PROGRAM PERSONNEL

It is the Ministry's expectation that teachers involved in mildly mentally handicapped programs be qualified and experienced. It is further expected that all teachers involved with the program have training in special education and especially in the area of the mentally handicapped.

As mildly mentally handicapped students receive a large part of their educational programming in regular classrooms, relative inservice should be made available to regular classroom teachers.

For those mildly mentally handicapped students with additional physical handicaps "Program Chance" personal attendants may be used. Please refer to the Program Chance Guidelines already distributed to the system (Schools Department Circulars R.44 and R.49)

3.27.7 RESOURCES

Special Education Core Curriculum Supplement is available from the Ministry's Publication Services Branch.

3.27.8 FACILITIES

Please refer to the B. C. School Facilities Building Manual - Part 2 Space Standards and Part 3 Design Guidelines.

Mildly mentally handicapped students do not require extraordinary facilities. At the secondary school they may require additional time in shops and or labs to complete assignments.

3.27.9 CONSULTATION

The services of the Provincial Coordinator, Mentally/Physically Handicapped and Autistic are available to assist school districts in the implementation of educational programs for mentally handicapped students. Further information may be obtained from the the:

Provincial Coordinator
Mentally/Physically and Autistic
Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C.
V8V 2M4

Telephone: 387-4611 (Local 205)

3.28 - SEVERE BEHAVIOR PROBLEMS

3.28.1 DEFINITION

Students with severe behavior problems are those who exhibit a variety of long standing excessive and chronic deviant behaviors. These behaviors can be exhibited through impulsiveness, aggressiveness, depression and withdrawal. The severely behaviorally disordered child may also demonstrate bizarre and inappropriate behavior including self injury, destructiveness, crying, and feelings of inferiority. These students frequently exhibit a significant discrepancy between academic performance and potential. Their behaviours are so profoundly inappropriate that they signficantly interfere with the academic process of self and others.

The Ministry of Education recognizes the population of students with severe behavior problems as pertaining to less than 1% of the school-aged population. There must also be recognition of the fact that many of the identified students are funded under other cagetorical designations.

3.28.2 IDENTIFICATION/PLACEMENT

Identification of these students usually begins at the classroom level and should be fully documented by the classroom teacher in consultation with the school-based team. This documentation should include:

- a description of the behaviour exhibited.
- a statement of the frequency of the behaviours.
- a statement of the circumstances that lead to the inappropriate behaviours.
- a description of interpersonal problems - child to adult, child to child.
- a statement regarding the student's ability to learn in relation to esitmated potential.
- a comparison of the child's behaviour to a "norm" or to "age appropriate" expectations.
- a statement regarding the history and duration of the child's problem.

8. A statement regarding the severity of the problem (i.e. intensity, seriousness and setting where exhibited).

If regular class intervention is not sufficient to meet the learning/behavioural needs of the identified student a referral, through the school-based team, should be made to special education district services. It may also be appropriate to involve the services of the Ministry of Human Resources, Mental Health, community agencies and the medical profession in the identification and intervention process.

For purposes of establishing that a student has severe behavior problems, the assessment should describe behaviors which distinguish between common disciplinary problems and severe behavior problems. For purposes of distinction, the following behaviors serve as examples of common disciplinary problems:

(a) truancy
(b) defiance of certain but not all school personnel (e.g. one teacher or bus driver)
(c) abusive behavior towards selected peers, but satisfactory relationships with others.
(d) disruption of certain classes, but voluntary self-control in other environments (e.g. auditorium, recess etc.).

It must be noted that while prevalence of severe behavior problems is difficult to determine, there is a tendency to overestimate the number of such children. In order to qualify for Ministry of Special Education funding, students with severe behavioural problems must be receiving an additional special service on a regular basis.

3.28.3 PROGRAM

Intervention programs for children with severe behavior problems must be designed on an individual basis with coordination between the school and home. As these children are among the most difficult to serve educationally, support must be provided to the child, school and home on an integrated basis. An appropriate Individualized Educational Plan would include a statement of the student's present levels of educational performance, the long range goals and short term instructional objectives, the services to be provided, an evaluation procedure, the anticipated duration of services and a date for program review. It is expected that the program would be developed in consultation with the classroom teacher and parent(s)/guardians.

Student progress should be recorded regularly and stated in objective, as well as subjective, terms.

School Districts should establish program/placement criteria, develop specific program entrance and exit criteria and specify procedures for monitoring or reviewing individual placements.

3.28.4 SERVICE DELIVERY

Wherever possible, programs should be integrated into regular school buildings. The regular classroom, with additional specialized support, is the preferred model of service delivery as the presence of good peer models strengthens the learning of appropriate behaviours. Consultation with direct service may be provided by special counsellors, specialist teachers or educational psychologists depending on the district's resources. Consultation and support may also be provided by the Ministry of Human Resources or the Ministry of Health as well as other community agencies.

In situations where a temporary change of setting is considered to be beneficial to both the student and classmates the following placement alternatives may be available within many districts:

- Part-time Special Class Placements in Diagnostic Behaviour Centres similar to Diagnostic/ Prescriptive Centres for learning disabled students.
- Full-time self-contained Special Classes.
- Placement in Residential Resource Centres (such as Maples and Eric Martin) see section 14 Funding and Placement.

It should be noted that a small number of students may require a more specialized educational environment if their educational needs are to be met in a safe, non-threatening and least restrictive manner. For some the service delivered must take into consideration the required non-educational support services to ensure the safety and well-being of the student and his/her peers and teachers. Integrated approaches should not place the student, his peers or those providing the service in an "at risk" position.

3.28.5 EVALUATION

School districts should have an ongoing process to evaluate the effectiveness of programs for students with severe behaviour disorders. Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.28.6 PROGRAM PERSONNEL

The major emphasis should be on identifying personnel who can provide consultation to the regular classroom teacher in dealing with severe behavior problems. This service may be delivered by a team consisting of a teacher and child care worker working in the regular classroom, or by a special education counsellor or other district personnel.

The use of trained aides should also be considered as a viable option in meeting the needs of students with severe behavior problems.

Personnel working with these students should have a special education background, with specialized training in the education of children with behavior/emotional disorders.

3.28.7 RESOURCES

A range of human and material resources should be made available for these students. These would usually include the specialist services described above, as well as the usual material and equipment. In addition, programmed learning materials are often useful with this group of students.

3.28.8 FACILITIES

Facility adjustments are usually not required for programs for children with severe behavior problems. However, it has been found desirable in some instances to use classrooms with appropriate partitions to reduce distractibility.

Please refer to the B.C. School Facilities Building Manual - Part 3 Design Guidelines.

3.28.9 CONSULTATION

Although the major focus of these programs should be educational, it may be appropriate to utilize other consultative services which are available in the community (e.g., Ministry of Human Resources, Mental Health, Family Service agencies).

District consultants in all curriculum areas as well as special education may be able to provide valuable help for this group of children.

The services of the Special Education Division are available to school districts to assist with programs for students with severe behavior problems. Further information may be obtained from:

Division of Special Education
Ministry of Educaton
Parliament Buildings
Victoria, B.C. V8V 2M4
Telephone: 387-4611 (Local 205)

3.29 REHABILITATION

3.29.1 DEFINITION

The Ministry of Education and the Ministry of Human Resources and/or Corrections Branch of the Ministry of the Attorney General jointly fund Rehabilitation programs which are supervised by the School District. Students enrolled in the Rehabilitation program must receive an additional or direct special service on a regular basis for the majority of their school hours.

Rehabilitation programs are intended for adolescents with severe socio-emotional problems. The major goal of the program is to provide students with academic and social development which leads towards re-entry into the school system, further training and/or employment. These programs are viewed as part of a continuum of service.

3.29.2 IDENTIFICATION

Students in these programs will be those who have experienced great difficulty in coping with the traditional secondary school structure, instructional methods and curriculum. They will typically be at the junior secondary age level and may exhibit social/emotional difficulties as well as academic problems. A referral to the District screening committee for Rehabilitation program placement is determined by the school based team. Placement in a rehabilitation program will result only after all school and district options have been exhausted and parental permission has been obtained.

3.29.3 PROGRAM

An Individual Education Plan should be developed with each student in conjunction with his/her parents/guardians. The plan should include a statement of the student's present levels of educational performance, the long range goals and short term objectives, the services to be provided, an evaluation procedure, the anticipated duration of services and a date for reviewing the program. The intent of the IEP is to establish an educational framework and commitment toward student progress/success. The student's program will generally consist of modified or parallel curriculum which is congruent with the B.C. curriculum. The instructional program should also focus on learning/coping strategies, designed to meet secondary school or work environment demands.

While the major focus of the educational plan is academic development, components of counselling, life skills training, work experience and recreational programming should be included. The program description will clearly define entrance and exit criteria which should be made known to students and parents/guardians.

Student progress should be recorded regularly and stated in objective, as well as subjective, terms.

School Districts should establish program/placement criteria, develop specific program entrance and exit criteria and specify procedures for monitoring or reviewing individual placements.

3.29.4 SERVICE DELIVERY

Rehabilitation programs should be developed by the local school district in consultation with the Ministry of Human Resources and/or Corrections Branch. It is often desirable to have other agencies, community representatives and parents participate as well.

The program must be attached to a regular school for administrative purposes and will be under the supervision of the principal of that school. It may be located within the school (although it will accept referrals on a district-wide or area basis) or in separate premises. The facilities of the host school should be made available to the program as far as possible. These facilities would typically include gyms, shops, library, etc. Integration between the Rehabilitation program and the host school should exist to the greatest extent possible.

3.29.5 EVALUATION

School Districts, in cooperation with the participating ministry, should provide for regular program evaluation of Rehabilitation programs. The Ministry's publication Evaluation of Special Programs: Resource Materials will provide useful information on program evaluation.

3.29.6 PROGRAM PERSONNEL

The minimum staffing requirement is a teacher employed by the school district and a child care worker who may be an employee of the participating ministry, the school district, or of a private society. In all cases funding for the child care worker and some appropriate program expenses (e.g. transportation, recreational activities) will be provided through the participating ministry.

It should be noted the expectation is that the 'partners' in the program will attempt to provide a 'balanced' staffing commitment. A school district should not expect to provide the teaching staff as well as the majority of aide or child care worker staff.

In some exceptional cases it may be appropriate for the school district to provide an aide or staff assistant for the program as well as a teacher. The teacher should have a special education background, with specialized training in the education of students with social/ emotional problems.

3.29.7 RESOURCES

The full spectrum of resources of the school district should be made available to the rehabilitation program. These resources include B.C. curriculum texts, resource materials, assessment services and specialist consulting services.

3.29.8 FACILITIES

The provision and maintenance of appropriate facilities is the responsibility of the school district.

Please refer to the B.C. School Facilities Building Manual Part 3 Design Guidelines.

3.29.9 CONSULTATION

Program and individual consultations should be made available by district staff and school administrative staff. In addition, social work consultation may be available from local Ministry of Human Resources staff.

The services of the Special Education Division are also available. Further information may be obtained from:

Provincial Coordinator
Learning Assistance/Learning Disabilities
& Rehabilitation Programs
Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C. V8V 2M4

Telephone: 387-4611 (Local 205)

3.30 ENGLISH-AS-A-SECOND LANGUAGE/DIALECT

3.30.1 DEFINITION

English-as-a-Second Language/Dialect (ESL/D) programs are designed to provide need additional support services to students who do not speak standard Canadian English as a "home" language so that these students adequately cope with the school curriculum. The regular curricula may also need to be adapted and/or modified to meet the needs of the ESL/D students until they can attain the ultimate goal of working in the regular curricula.

ESL/D students bring to school a wealth of ideas and experiences which are encoded in the language of the home. They are cognitively as well developed as their standard-English speaking peers; they simply express themselves in a different linguistic form.

In order to qualify for Ministry special education funding under Function 3 of the Financial Management System, students must be receiving an additional or direct service on a regular basis.

3.30.2 IDENTIFICATION/PLACEMENT

ESL/D students are those whose progress in the English speaking school system is not commensurate with their age and/or abilities, due to the fact that English is not their first language.

ESL/D students are those whose dialect of English is sufficiently different from that used by the school system as to seriously impede their progress.

Initial screening to determine if a student requires E.S.L./D. support should consist of a short oral interview and aural comprehension test. If the student's oral/aural skills warrant it, an assessment of reading and writing skills should also be given.

Districts should anticipate and be aware that there will be a distribution of handicapping conditions in this group parallel to the school district population as a whole.

3.30.3 PROGRAM

The overall goal for the ESL/D student is to be able to communicate competently in standard English. A program for an ESL/D student should be based on initial and progress assessments. A language support program is usually combined with integration into subject areas which have been appropriately adapted and/or modified.

Close monitoring of the student's progress and adjustment of his/her program is very important. Language support may need to be increased or decreased, there may be deficiencies in the student's basic knowledge of certain subject areas, or conversely some students may be more advanced than their peer group.

Programs in language and culture should be designed so that, as students achieve a level of fluency in English commensurate with their age and ability, their language and culture are supplemented and not supplanted.

Some students may require a maximum of three years of English-as-a-Second Language (E.S.L.) instruction on a gradually reduced time basis if their academic achievement is to approach its potential.

The pupils should be gradually absorbed into regular programs as their English competence improves. Integration, with support, occurs as the student acquires sufficient communication skills. Programs should be self-terminating, unless new enrolees arrive in the school district.

When measuring pupil progress, the use of the following should be considered:

(a) use of Provincial Learning Assessment data

(b) achievement test data

(c) graduation rates, etc.

3.30.4 SERVICE DELIVERY

Services may be provided for the ESL/D student in a variety of ways:

(a) Reception classes
(b) Half-day classes
(c) Withdrawal classes - school-based teachers
(d) Withdrawal classes - itinerant teachers
(e) Transitional classes
(f) Supportive programs within a regular classroom.

Every effort should be made to place ESL/D students in situations which will maximize their opportunities to learn standard Canadian English, to interact with their peers and to exchange cultural information.

3.30.5 EVALUATION

School districts should have an ongoing process to evaluate the effectiveness of programs for E.S.L. students. Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.30.6 PROGRAM PERSONNEL

The attention of school districts is drawn to the desirability of hiring teachers with the skills and training for teaching English-as-a-Second Language/Dialect students.

3.30.7 RESOURCES

Districts should refer to the publication, English-As-A-Second Language/Dialect Curriculum Resource Book (K-12). This book is available from the Publication Services Branch.

Language Developmental Programs are available from the Ministry of Education. Refer to Product Information E.S.L./D., 1981.

3.30.8 FACILITIES

Please refer to the B.C. School Facilities Building Manual Part 2 Space Standards and Part 3 Design Guidelines.

3.30.9 CONSULTATION

Programming - Modern Languages Branch
Parliament Buildings
Victoria, B.C. V8V 2M4
Telephone: 387-4611

Funding - Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C. V8V 2M4
Telephone: 387-4611 (local 205)

3.31 INDIAN EDUCATION

3.31.1 DEFINITION

School Districts are encouraged to develop academic skill building programs which reflect the cultural, linguistic and social background of native Indian students. These programs, developed in consultation with the native Indian community, should be designed to meet the special learning needs of native Indian students.

In order to qualify for Ministry special education funding under Function 3 of the Financial Management System, students must be receiving an additional or direct special service on a regular basis.

3.31.2 IDENTIFICATION/PLACEMENT

For educational purposes, native Indian means all children of Indian ancestry i.e. status, non-status and metis.

3.31.3 PROGRAMS

The overall goal for native Indian students is similar to that for all students in the public school system. Indian education programs are intended to enhance opportunities for these students to succeed in the education system while maintaining links with their particular culture and heritage. Such programs include:

a) Native Language Programs

In order to revive, maintain and to teach literacy in these indigenous languages, it may be necessary to develop and implement native Indian language programs. Where the Indian language is dominant in a significant group of native students, programs at the primary level are appropriate.

Where the language of dominance is a native language or where the English dialect spoken by Indian children is significantly different from the requirement of school English, English as a Second Language/Dialect programs may be appropriate (see Section 3.30).

b) Native Indian Curriculum Development

Native Indian curriculum may be developed and implemented to provide all students with a better appreciation of Indian history, culture, and traditions as well as contemporary issues. Although development of locally developed courses is permitted, school districts are encouraged to develop curriculum units or materials that can be infused into the regular courses of study. Attention to in-service is critical for successful curriculum implementation and continued effective use. School districts are also encouraged to utilize the resources found within local Indian communities in the development of Native Indian curriculum.

c) Para-Professional Workers Program

This program provides for the employment of native Indian people to serve in such capacities as home-school coordinators, teacher's aides, etc. Native people working in the schools provide not only an excellent bridge between the child's community and the school but also as a role model for Indian children as well as excellent resource persons for the school.

d) Alternative Education Programs

These provide re-entry opportunities for drop-out and potential drop-out students to the regular programs. A reserve or other Indian setting may be considered appropriate for such programs. However, all such programs must be administratively attached to an existing school and the students included in the total enrolment of the school district.

e) Preventive Programs

School districts are encouraged to develop preventive programs that respond to the needs of native Indian students. Such programs are intended to help native students achieve success in the regular school program. Approaches involving tutorials, transition classes, learning assistance, and supervised study sessions have proven effective.

3.31.4 SERVICE DELIVERY

Programs are delivered in the context of the regular program of the school wherever possible and are not intended to lead to long-term segregation of the Indian student.

3.31.5 EVALUATION

Regular and systematic program evaluation is essential to ensure that the program is fulfilling its objectives. Program evaluations should include graduation and retention rates of Indian students as well as an analysis of the results of the Provincial Assessment tests and suitable achievement instruments.

Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.31.6 PERSONNEL

School Districts should recognize that there are a number of advantages in using both professional and para-professional personnel who are themselves native Indian. In addition the inclusion of resource people from the native Indian community is encouraged.

3.31.7 RESOURCES

The Indian Education Branch, in conjunction with the Curriculum Development Branch and other sources, has developed a number of resource books, videotapes and kits relating to various aspects of Indian Education.

A list of these materials is available on request from the

Indian Education Branch
Ministry of Education
Parliament Buildings
Victoria, British Columbia
V8V 2M4

3.31.8 FACILITIES

Indian Education programs are carried out in regular classroom settings. Some alternative programs are carried out in a native Indian setting and occasionally cultural programs are conducted in field settings.

3.31.9 CONSULTATION

Districts should systematically consult with the Indian community on the education program for Indian children through band education committees, other Indian education organizations or a representative advisory group.

The Provincial Director is available to consult with school districts, in conjunction with Indian organizations, in the development and evaluation of these programs. Further information may be obtained from:

Director,
Indian Education Branch,
Division of Special Education,
Ministry of Education
Parliament Buildings
Victoria, British Columbia V8V 2M4
Telephone: 387-4611 (Local 205)

3.32 GIFTED EDUCATION

3.32.1 DEFINITION

Gifted and/or talented students are those students who possess demonstrated or potential abilities which are extraordinary and which lie beyond the ability levels anticipated or expected within the regular programs.

Their capabilities are prolonged and may be demonstrated as general intellectual, creative and specific academic. Capability may also be demonstrated in the areas of leadership and the visual/performing arts. Gifted learners often demonstrate outstanding abilities in more than one area. Many talented children, however, also exhibit cognitive weaknesses or learning disabilities. They should not be expected to have strengths in all areas of intellectual functioning.

Funding within Function 3 of the Financial Management System will be provided to a maximum of 2% of district enrolment.

3.32.2 IDENTIFICATION/PLACEMENT

The type of program or service offered should be consistent with the learning needs identified. The importance of early and ongoing identification is stressed.

The learning needs of the students should be identified using multiple criteria and instruments. No single criterion should be established for entry into, or exclusion from, a gifted program. A reliable and comprehensive assessment process could include some or all of the following steps:

(a) observations of classroom performance and referrals by teachers;

(b) request from parents and students;

(c) use of behavioural checklists and inventories (e.g. Renzulli-Hartman, Seattle Parent Project);

(d) cumulative school history (including school/district testing results);

(e) formal testing;

(f) interviews.

Formal testing could include such sources as:

(a) standardized achievement tests;

(b) tests of creative and divergent thinking (e.g. Torrance Tests of Creative Thinking, Williams Creativity Assessment Package);

(c) tests of differential aptitude (e.g. Guilford's "Structure of Intellect", Ross Test of Higher Cognitive Processes);

(d) group or individual intelligence tests.

Teachers should refer to their district testing policies and also to the Enrichment & Gifted Education Resource Book Test Appendix for further details on the use of formal tests.

The district screening and placement procedure should be the vehicle to process referrals for the program to ensure consistency with regard to the student population being served.

3.32.3 PROGRAM

The needs of gifted students may be met by a variety of programs. Normally such services should be provided in the context of, and related to, the regular school program and may include:

(a) special courses (e.g. I.B.N.A. at secondary level);

(b) specialist teachers in classes or resource centres;

(c) mentorships;

(d) consultative services for teachers;

(e) district and community classes;

The intent of these services is to supplement regular programs with some percentage of time spent in a setting offering specialized, individualized and concentrated development of specific skills and abilities. Some services may be provided within the school and some may be provided by the district.

3.32.4 SERVICE DELIVERY

The delivery of instruction should be provided on different levels according to the intensity of the identified learning needs .

For basic enrichment, instruction can be diversified by teachers within the general curriculum. As the range of learning needs increases specialized help and instruction should be provided. The regular classroom teacher will need adequate assistance from qualified specialist teachers (i.e. helping teacher, coordinator, resource person). These support teachers can assist classroom teachers by providing such services as:

(a) differentiating curriculum;

(b) providing special units of instruction;

(c) demonstration teaching;

(d) developing individualized programs.

Regular classroom activities and the general curriculum will not meet the increasingly prolonged, extraordinary abilities found in a small number of students. To accommodate these ongoing needs, provision should be made for specialized environments and curricula. "Pull-in" assistance centres, acceleration (i.e. continuous progress, telescoping or compacting courses), independent guided education with mentors, supplanting courses and providing district-wide or community based programs should be considered.

3.32.5 EVALUATION

School districts should have an ongoing process to evaluate the effectiveness of their gifted programs. Please see the Enrichment & Gifted Education Resource Book (p.187-194) and the Ministry's Evaluation of Special programs: Resource Materials.

3.32.6 PROGRAM PERSONNEL

Basic enrichment can be provided by the regular classroom teacher within a flexible curriculum/classroom structure. Some of the needs of gifted children can also be met in the regular setting with specialized support services. As the diversity of needs increases, provision should be made for the use of specially trained teachers:

(a) through enrichment centres;

(b) with small specialized groups or courses;

(c) as helping teachers/coordinators or school and district-based facilities;

(d) as teachers of specialized classes,

These teachers should have received appropriate training in gifted education.

3.32.7 RESOURCES

The Enrichment and Gifted Education Resource Book provides more detailed information on the subsections in these guidelines. It is recommended that schools follow a variety of curriculum models. Materials produced to follow one particular model may not be appropriate for meeting a variety of learning needs.

Districts should look to a range of locally-produced materials available through:

Provincial Educational Resources Centre
Ministry of Education
637 Head Street
Victoria, B.C.
V9A 5S9

Further, there may be many resources available within the community (i.e. mentors, local colleges, private coaches, community libraries, local business) which can increase the range and flexibility of available options.

3.32.8 FACILITIES

Please refer to the B.C. School Facilities Building Manual Part 2 Space Standards and Part 3 Design Guidelines for assistance in setting up Resource Rooms or Enrichment Centres.

3.32.9 CONSULTATION

The services of the Provincial Coordinator of Enrichment and Gifted Programs are available to school districts to assist with enrichment and gifted programming. Further information may be obtained from:

Provincial Coordinator
Enrichment and Gifted Programs
Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C. V8V 2M4
Telephone: 387-4611 (Local 205)

3.33 - HOSPITAL

3.33.1 DEFINITION

Many students are absent from school for periods during the school year. Such students may be confined in hospital for medical or other reasons. School districts should maintain appropriate educational programs for students who will be confined for periods of ten days or longer. It is important to stress that when it is known in advance that a student will be absent for an extended period of time, it may be appropriate to initiate instruction as soon as possible.

3.33.2 IDENTIFICATION/PLACEMENT

School districts should establish and publish policies for accessing hospital services.

Students eligible for hospital services will include students who are absent from school for medical reasons such as injury, disease, surgery, pregnancy, psychological disability, etc. Authorization by the physician should be received prior to providing services.

3.33.3 PROGRAM

It should be noted that only those school districts who actually provide hospital program services will be eligible for special program funding in the fiscal framework (Program 3.33).

Special teachers for hospitalized students should support the regular school program which the students would receive if they were in school.

Districts should establish procedures which outline the responsibilities of the parents, the school and the hospital teacher. These procedures should also outline the support to be given to the hospital teacher by all concerned.

Records of referrals received and services rendered to hospitalized students should be maintained and be available for review.

3.33.4 SERVICE DELIVERY

Hospital teachers should deliver assignments and provide academic assistance to confined students. Districts should establish a framework to ensure that all school assignments are provided to the student. Regular contact should be established between the hospital teacher, the regular classroom teacher and the parent.

Cooperation between school districts is needed to ensure that instruction is provided to students who must be temporarily hospitalized outside their home school district.

3.33.5 EVALUATION

School districts should have an ongoing process to evaluate the effectiveness of their hospital programs. Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.33.6 PROGRAM PERSONNEL

Hospital teachers should be certified British Columbia teachers with elementary and/or secondary school teaching experience. Since such teachers must provide direct instruction to students, it is essential that they possess:

a. knowledge of health care and community services;

b. the ability to work effectively with parents, public health and hospital personnel, medical staff, and other school district personnel;

c. knowledge of curricula and instructional resources for a wide variety of grade levels;

d. knowledge of human behavior and the ability to work effectively with students who have emotional/social problems;

e. knowledge of child development and an understanding of the educational needs of exceptional children;

f. skills to assess the educational needs of a student and to modify curriculum, teaching techniques and materials to meet the student's specific needs.

3.33.7 RESOURCES

Districts should attempt to ensure that the hospital teacher has access to all available school district resources (i.e. equipment, materials, curriculum guides, etc.)

Support from the Correspondence Education Branch is available for long-term hospitalized students.

3.33.8 FACILITIES

Districts should attempt to secure within the hospital setting appropriate facilities conducive to good learning conditions.

3.33.9 CONSULTATION

The services of the Division of Special Education are available to school districts to assist with programs for hospitalized students. Further information may be obtained from:

Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C., V8V 2M4
Telephone: 387-4611 (Local 205)

3.34 HOMEBOUND

3.34.1 DEFINITION

Many students are absent from school for periods during the school year. Such students may be confined to their homes for medical or other unavoidable reasons. School district's should maintain appropriate educational programs for students who are confined for periods of ten days or longer. It is important to stress that when it is known in advance that a student will be absent for an extended period of time, it may be appropriate to initiate instruction as soon as possible.

3.34.2 IDENTIFICATION/PLACEMENT

Students eligible for homebound services will include:

(a) students who are absent from school for medical reasons such as injury, disease, surgery, pregnancy, psychological disability etc. Authorization by the physician or public health nurse should be received prior to providing services.

(b) students suspended by the Board of School Trustees for five days or longer. Districts should ensure that service delivered on this basis is backed by policies and procedures and that adequate safeguards exist. Attention is drawn to those sections of the School Act relating to student suspension/dismissal (Section 117 (1-7)).

School districts should establish and publish policies for accessing homebound services.

3.34.3 PROGRAM

It should be noted that only those school districts who actually provide homebound services will be eligible for special programs funding in the fiscal framework (Program 3.34).

Special teachers for the homebound students should support the regular school program which the students would receive if they were in school.

Districts should establish procedures which outline the responsibilities of the parents, the school and the homebound teacher. These procedures should also outline the support to be given to the homebound teacher by all concerned.

Records of referrals received and services rendered to homebound students should be maintained and be available for review.

3.34.4 SERVICE DELIVERY

Homebound teachers should deliver assignments and provide academic assistance to confined students. Districts should establish a framework to ensure that all school assignments are provided to the student. Regular contact should be established between the homebound teacher, the regular classroom teacher and the parent.

3.34.5 EVALUATION

School districts should have an ongoing process to evaluate the effectiveness of their programs for homebound students. Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation.

3.34.6 PROGRAM PERSONNEL

Homebound teachers should be certified British Columbia teachers with elementary and/or secondary school teaching experience. Since such teachers must provide direct instruction to students, it is essential that they possess:

(a) knowledge of health care and community services;

(b) the ability to work effectively with parents, public health and hospital personnel, medical staff, and other school district personnel;

(c) knowledge of curricula and instructional resources for appropriate grades;

(d) knowledge of human behavior and the ability to work effectively with students who have emotional/social problems;

(e) knowledge of child development and an understanding of the educational needs of exceptional children;

(f) skills to assess the educational needs of a student and to modify curriculum, teaching techniques, and materials to meet the student's specific needs.

3.34.7 RESOURCES

Districts should attempt to ensure that the homebound teacher has access to all available school district resources (i.e. equipment, materials, curriculum guides, etc.)

Support from the Correspondence Education Branch is available for long-term homebound students.

3.34.8 FACILITIES

Parents/guardians should be present in the home, or have given written consent for the homebound teacher to instruct their child in their absence.

3.34.9 CONSULTATION

The services of the Division of Special Education are available to school districts to assist with programs for homebound students. Further information may be obtained from:

Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C. V8V 2M4
Telephone: 387-4611 (Local 205)

SPECIAL HEALTH SERVICES

3.13 SPECIAL HEALTH SERVICES

SPEECH PATHOLOGY

3.13.1 DEFINITION

The speech and language disorders program is designed to provide services to those children whose speech and/or language problems have a significant effect on their educational and/or social progress within the educational system.

Estimates of the prevalence of speech and language disorders in school-aged children vary considerably and these disorders may be classified from mild to severe. Current funding provides a service level to meet the needs of approximately 2% of the school population.

While speech and language difficulties may occur in relative isolation they are often associated with other disabilities, including mental retardation, learning disability, hearing impairment, autism and physical handicap(s). Although not all children with these disorders will require intervention by a speech/language pathologist, cooperation among professionals, through team-based management, is desirable to ensure that coordinated and comprehensive services are provided for every child.

Children whose first language is other than English, and whose second language proficiency is not equal to their peers, are not considered to be the responsibility of the speech/language pathologist. However, children with emerging English language skills may have specific communicative disorders that warrant intervention.

3.13.2 IDENTIFICATION

Every student who is considered to have speech and/or language that is unusual or abnormal and for whom a satisfactory diagnosis has not been made, should be called to the attention of the speech-language pathologist. School districts are encouraged to establish a school-based team in each school. Referrals to the speech-language pathologist should be made through this team.

3.13.3 PROGRAM

Each district should document program goals and objectives, operating procedures and reporting/record keeping systems for use in planning, management and evaluation.

Programs should reflect a full range of services including identification, assessment, treatment, consultation, inservice and public education. Service priorities should be documented and reflect considerations of type of disorder, severity, prognosis, age of student, etc.

An effort should be made to closely coordinate the remediation of speech and language disorders within the child's total educational program. Parents should be informed of assessment results and plans for intervention, and should be guided in their participation through the remedial process.

In some cases the speech-language pathologist may be the most appropriate individual to coordinate the design of an individual education plan with involvement of the parents, teacher and other special educators or specialists. At times, however, the speech/language pathologist may play an assisting or consulting role to other educators who have the case management responsibility. The respective roles in each case are best established through school-based teams.

3.13.4 SERVICE DELIVERY

School districts will continue to have a choice of three options as to the method of service delivery:

1. Contract between the Board of School Trustees and a certified Speech/Language Pathologist.
2. Contract between the Ministry of Health, Division of Speech and Hearing and the local Board of School Trustees as set forth in Part V of the School Act (1-3).
3. Contract between the Board of School Trustees and an individual who will assume responsibility for delivering the program. In this instance districts will continue to be responsible for ensuring that staff members are qualified speech/language pathologists.

Service delivery and scheduling models may vary in accordance with district priorities, student enrolment, climate, distance, staff size and the availability of other support programs and personnel. Provisions may be made for school/"clinic" based service, itinerant programming, or a combination of the two. Some districts may emphasize direct intervention with children, while others may choose a model where more time is spent in consultation. In any program design at least 35% of the time available should be spent on direct treatment.

Caseload sizes will vary with the type of cases selected, severity of disorder(s) and frequency of intervention. District decisions in this matter should be based on the ability to document acceptable dismissal rates where professional objectives are accomplished.

3.13.5 EVALUATION

School Districts should have an ongoing process to evaluate the effectiveness of their speech and language disorder program. Please consult the Ministry's publication Evaluation of Special Programs: Resource Materials for information on program evaluation.

3.13.6 PERSONNEL

A job description should be developed which reflects all the district's expectations of its speech/language pathologist(s).

Standards of training and practice of speech/language pathologists, as they exist at present in British Columbia, are documented by the B.C. Association of Speech/Language Pathologists and Audiologists and the Canadian Speech and Hearing Association. These professional groups have established criteria for membership eligibility which are recognized as employment standards by most agencies in the province.

People applying for speech and language pathology positions come with a variety of training. The accepted minimal standard of training in American universities and colleges is a master's degree (most American bachelor degree programs are "pre-professional" with insufficient course work in speech and language disorders and remediation techniques and insufficient practical experience to prepare for independent professional employment). The accepted standard from the United Kingdom, Australia and New Zealand is the Licentiate in Speech Therapy. Most graduates from Canadian bachelor degree programs qualify for membership in the two professional associations.

For establishing salary levels, districts are advised to consult the scales established for speech therapists within the Public Service of British Columbia.

3.13.7 RESOURCES

Districts should attempt to ensure that speech-language pathologists have ready access to a basic inventory of instruments and materials enabling effective assessment and treatment. Specialized equipment and materials will be required to enable effective assessment and remediation for students with multiple handicaps.

3.13.8 FACILITIES

See B.C. School Facilities Building Manual Part 3, Design Guidelines.

3.13.9 CONSULTATION

The services of the Director and the Coordinator of Speech and Language Programs are available to assist school districts with programs for speech and language disordered students. They may be reached at:

Hearing Impaired and Speech Programs,
Division of Special Education,
Ministry of Education,
4196 West 4th Avenue,
Vancouver, B.C.
V6R 4J5
Phone: 224-4384

3.13.1 SPECIAL HEALTH SERVICES - OTHER PROGRAMS

3.13.1.1 DEFINITION

At the present time physiotherapy and occupational therapy are the most commonly provided health services in addition to speech pathology. These programs are designed to minimize the effects of physical disabilities which may impede student progress in school programs as well as to assist the students in the development and maintenance of physical and vocational skills and mobility.

Although there are relatively few children who require these services it is expected that provision will be made for their special needs.

3.13.1.2 IDENTIFICATION/PLACEMENT

Referrals for occupational therapy or physiotherapy could be made through school-based teams and district screening/placement committees or through some other procedures as determined by the district. Parents should have the opportunity to discuss their child's referral and program with the school-based team and the occupational/physiotherapist.

Generally students who require physiotherapy and/or occupational therapy will have comprehensive medical reports. They may have been receiving therapy in hospital, at a pre-school or rehabilitation centre. The service they receive may be a continuation of the program with special emphasis on adaptation to their educational environment.

If the service is initiated at school a detailed assessment should precede therapy.

3.13.1.3 PROGRAM

The extent of the student's needs in the area of physiotherapy/occupational therapy should be determined by the physiotherapist/occupational therapist after reviewing reports, interviewing parents, observing and assessing student's needs and consulting with educational staff and/or appropriate medical personnel.

The physiotherapist/occupational therapist should inform the school staff and the parents of the student's needs and progress throughout the program.

3.13.1.4 SERVICE DELIVERY

In keeping with the Ministry's position on the least restrictive environment, it is anticipated that, whenever possible, the consultation and direct service to students will be delivered in the school. It is helpful for the teacher and/or paraprofessional to observe and participate in therapy sessions. This will give school staff further skills in meeting the student's needs on a day-to-day basis.

Students who are severely physically disabled may be living in a hospital or other residential facility and their therapy programs may be provided at the residential facility. It is important that the therapist discuss the student's program, where appropriate, with the educational staff.

School districts determine the method of acquiring these health services. Two possible methods are:

1. Contract with an established service provider (e.g. local Health Unit or hospital).

2. Contract between the Board of School Trustees and a certified physiotherapist and/or occupational therapist.

3.13.1.5 EVALUATION

School districts should have an ongoing process to evaluate the effectiveness of the therapy programs. Please consult the Ministry's Evaluation of Special Programs: Resource Materials for information on evaluation

3.13.1.6 PROGRAM PERSONNEL

It is the Ministry's expectation that the physiotherapists involved with providing services to the students are certified according to the Physiotherapists Act. Occupational Therapists should be members of the British Columbia Occupational Therapists Society. It is also anticipated that these professionals will be experienced in pediatric care.

Medical personnel should assume responsibility for such routines as catheterization, administration of medication, injection, suctioning, respiration and percussion. Where medical personnel cannot be in full time attendance, they should assume responsibility for the training and the supervision of school personnel carrying out these tasks. Procedures should be outlined in writing by the appropriate medical personnel and have signed parent/guardian approval. Please refer to Policy Circular 80.09.04 under Section 15 of this manual for further information.

3.13.1.7 RESOURCES

Specialized equipment for the physically disabled is available from the Kinsmen Rehabilitation Centre or through special education and medical suppliers.

3.13.1.8 FACILITIES

The Occupational Therapist can usually provide services to children in the classroom, however, due to the sensitivity and need for privacy in certain procedures, it will be necessary to provide separate space for these personnel.

3.13.1.9 CONSULTATION

The services of the Provincial Coordinator, Mentally/Physically Handicapped and Autistic are available to assist school districts in programming for students requiring additional Health Services. Further information may be obtained from:

Provincial Coordinator,
Mentally/Physically Handicapped and Autistic,
Division of Special Education,
Ministry of Education,
Parliament Buildings
Victoria, B.C.
V8V 2M4
Phone: 387-4611 (Local 205)

IDENTIFICATION, ASSESSMENT AND PLANNING

3.08 IDENTIFICATION, ASSESSMENT AND PLANNING

3.08.1 Assessment

The purpose of educational assessment is to provide recommendations for improving the student's instructional program. Recommendations should identify intervention techniques that focus on how to teach the student. Educational assessment is not testing per se; it is decision making based on the student's individual learning strengths and weaknesses.

The assessment process is one of individualized decision making. It examines the setting in which the student is placed, and samples the behavior of the student in a structured manner so as to provide data on which to make intervention and/or placement decisions.

Current practice and research supports an emphasis on pre-referral intervention. The role of school-based services is emphasized. The school is called upon to provide appropriate services to all students within its catchment area. In order to do this, cooperation with other professionals in the school district is often necessary. When the emphasis is on intervention rather than testing the first step involves a request for assistance in planning rather than a request for testing. This request is usually initiated by the classroom teacher and is directed to the learning assistance teacher through the school-based team.

In the ensuing cooperative planning process, the classroom teacher and learning assistance teacher specify the nature of the problem and develop teaching strategies which enable the student to experience success. Problems or reasons for referral should be priorized and the most important problems worked with first.

Observation of the student in the classroom setting is a useful tool in both specifying the nature of the problem and in documenting the effectiveness of intervention strategies.

Intervention plans developed at the school level are successful with the vast majority of students referred. In those few cases where success is not achieved, the school-based team may request formal psychoeducational intervention. This would first involve meeting with the parents and obtaining their consent.

It should be noted that students with an obvious identifiable handicap may warrant an immediate referral to an appropriate assessment service.

The model on the following page is a useful conceptualization of the assessment process. It represents a three stage process beginning in the regular class. It emphasizes that assessment is a decision making process that is an integral part of educational program planning and is tied to the achievement of appropriate instructional objectives. The purpose of assessment is seen as providing essential information on which to base instruction and placement decisions and leads to a cooperative plan of action between those who provide specialist assessment services and those who deliver the instructional program.

The Division of Special Education encourages the development of:

a) school-based teams who will make recommendations for initial screening, assessment and instructional alternatives within the school. The school-based team will also screen referrals for district assessment services.

b) district screening and placement committees establish entrance and exit criteria for programs, determine reasonable student placement review mechanisms, and make referrals to district programs.

When the school-based team decides that it is necessary to gather additional information in order to provide appropriate instruction a referral for psychoeducational assessment may be in order. This step is taken only after there has been considerable pre-referral assessment and pre-referral intervention. School districts are encouraged to develop policy in this area. The following statement is an example of such a policy.

3.08.2 Purpose of Individual Psychoeducational Assessment

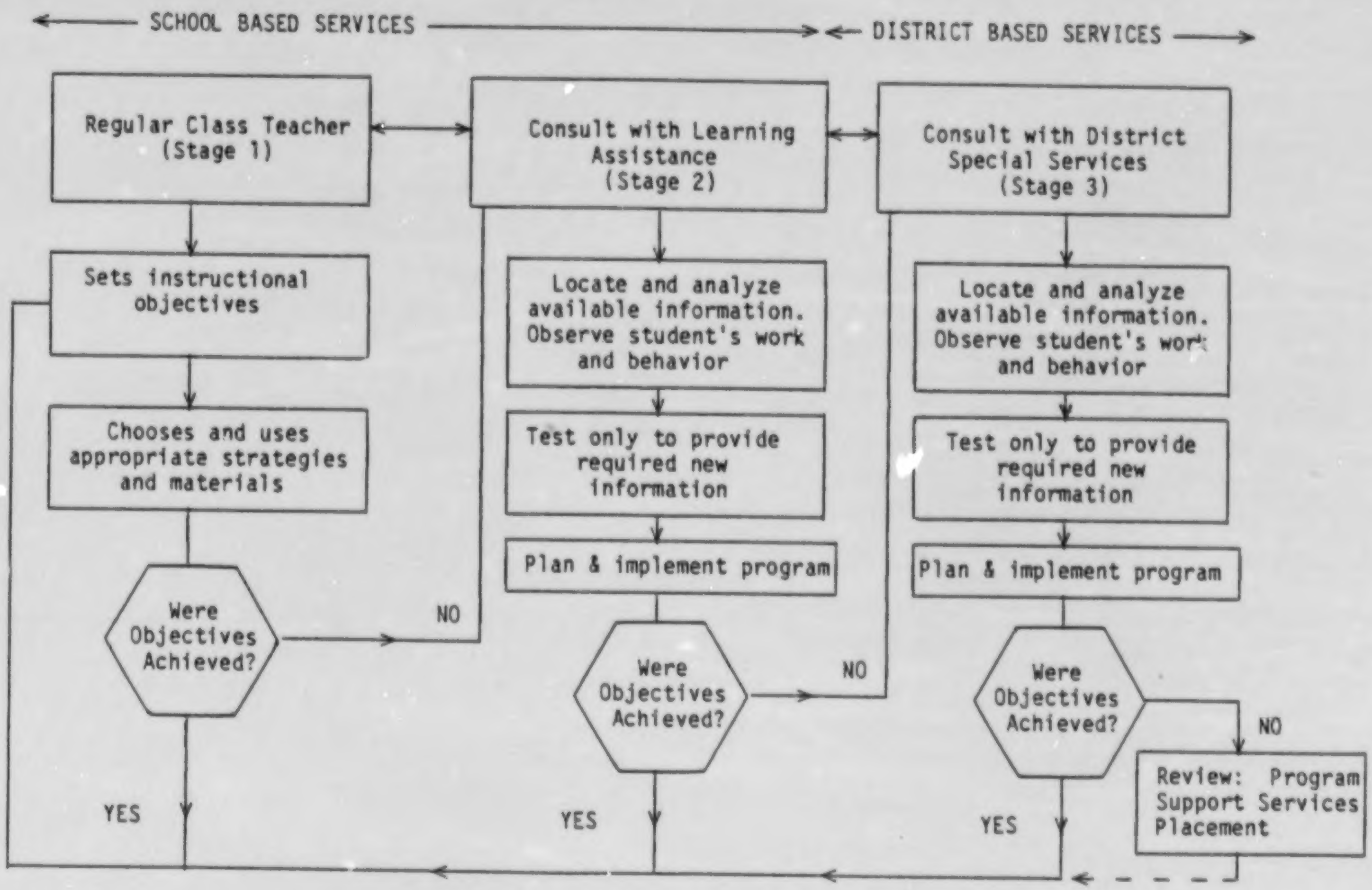
Referral for individual assessment happens only after the school has exhausted its resources in terms of assessment and intervention. Emphasis on school based problem solving should lessen the number of referrals for testing.

The purposes of assessment are:

(a) To provide reliable information for the enhancement of instructional programming for students who exhibit serious educational problems. All formal tests used must be technically adequate, i.e. they must be both reliable and valid.

(b) To provide a functional portrait of the way in which a student learns. This infers that testing is viewed not as a search for cause, but as a method of structured behavior sampling to clarify the problem.

SCREENING AND ASSESSMENT


SCHOOL BASED SERVICES
DISTRICT BASED SERVICES
Regular Class Teacher (Stage 1)
Consult with Learning Assistance (Stage 2)
Consult with District Special Services (Stage 3)
Sets instructional objectives
Chooses and uses appropriate strategies and materials
Were Objectives Achieved?
NO
YES
Locate and analyze available information. Observe student's work and behavior
Test only to provide required new information
Plan & implement program
Were Objectives Achieved?
NO
YES
Locate and analyze available information. Observe student's work and behavior
Test only to provide required new information
Plan & implement program
Were Objectives Achieved?
NO
YES
Review: Program Support Services Placement

(c) To identify the essential characteristics of a suitable program for the student, as well as the necessary resources. The emphasis is on identification of the conditions under which the child will learn best. Methods of intervention are the focus of the assessment.

3.08.3 Suggested Policy for Individual Psychoeducational Assessment.

(a) Procedures will be established by the school district to provide psychoeducational assessment services for identified students, ensuring the confidentiality of the information which is gathered.

(b) School district personnel and other appropriate agencies will be made aware of the established procedures.

(c) Before an assessment of an individual student is undertaken the parents and the student will be made aware of the purpose of the assessment and the established procedures.

(d) The school district will obtain written parental consent prior to formal psychoeducational assessment.

(e) The school district will ensure that school district personnel respect the confidentiality of information regarding the student and/or parents. No information shall be released to other agencies or individuals without prior written consent by the parent/guardian.

(f) In the case of students who are wards of the Superintendent of Family and Child Services, the Superintendent (or his representative) must give written consent prior to the formal assessment and for release of information.

(g) The school district must ensure that psychoeducational assessments are carried out by qualified individuals.

(h) The school district must ensure that appropriate instruments are used for assessment.

3.08.4 Suggested Procedures for Individual Psychoeducational Assessment.

School Level

(a) The need for assistance in developing appropriate instructional methods may be identified by teachers, parents or outside agencies.

(b) In consultation with the parent and/or outside agency, the teachers will refer the student to the school-based team.

(c) The school-based team will consist of the principal of the school, the student's teacher(s), the learningassistance teacher, the counsellor and other appropriate support personnel.

(d) The school based team will collect all pertinent educational information, and also consider what social or medical information may be needed.

(e) The school-based team will name a case manager who will be responsible for maintaining the student's file, maintaining home contact, calling case conferences, keeping case-conference minutes and ensuring follow-up.

(f) The school-based team will arrange for the appropriate in-school assessment, and school-based intervention.

(g) The school-based team, in consultation with the parents, will be responsible for making decisions regarding referral for further assessment. The emphasis, however, will be on intervention rather than testing.

(h) The case coordinator will obtain parental consent before referral for formal psychoeducational assessment may take place.

(i) Appropriate referrals will be made in writing utilizing the referral and consent forms provided. Referral forms should describe the intervention strategies which have been attempted.

(j) The school-based team will consult with parents regarding in-school services to be provided and obtain consent if special education placement is recommended.

(k) The school-based team will, when necessary, suggest to the parents that referral to an outside agency would be appropriate and may help the parent to initiate the referral.

(l) The school-based team will obtain written consent of the parent for the release of information from the school to other agencies.

(m) The case manager will be responsible for seeing that decisions made by the team are carried out and for ensuring follow-up and review of the student's progress.

3.08.5 District Level

(a) The District office of special education will accept and process written referrals to determine the student's need for psychoeducational assessment.

(b) Psychoeducational assessments will be carried out by appropriate personnel with recognition of the level of tests each is qualified to use (see 3.08.7 Qualifications of Test Administrators).

(c) Personnel carrying out psychoeducational assessments will gather further pertinent information (e.g. social, medical) if necessary.

(d) Personnel carrying out psychoeducational assessments will choose and administer only technically reliable and valid tests.

(e) Personnel carrying out psychoeducational assessments will confer with the school-based team and with parents and may be involved in making decisions regarding outside referrals, special placements and in-school services.

(f) Personnel carrying out psychoeducational assessments will write a report stating the findings and recommendations of the assessment. Recommendations should focus on intervention techniques that will enable the student to learn.

(g) A report will be sent to the school and, upon request, to the parents, only after it has been discussed with them by the appropriate personnel.

(h) Written parental consent will be obtained before releasing information to outside agencies. In the case of pupils who are wards of the Superintendent of Family and Child Services, written permission/consent of the Superintendent or his representative will be obtained.

3.08.6 Selection and Use of Tests.

(a) The nature of the information required by the referring source should be a prime consideration in selection of tests.

(b) The test manual should clearly indicate the uses for which the test is appropriate and warn against common misuses.

(c) Care should be taken in test interpretation to ensure that unwarranted conclusions are not drawn.

(d) There should be substantial evidence of the required reliability and validity provided in the test manual. For a comprehensive discussion of these issues, see Selection and Use of Standardized Tests: A Resource Book for School and District Personnel, Learning Assessment Branch, Ministry of Education, Province of British Columbia, August 1979.

(e) Careful interpretation of test scores should be made in those situations where the persons tested are not included in the norming sample, e.g. cultural minorities, handicapped students, etc.

(f) Where available, local norms are generally more useful. NOTE: B. C. norms for the most commonly used individual tests are available from the Education Clinic at the University of British Columbia.

(g) It should be noted that most test results and interpretations have a limited lifespan and decision-making should not be based on outdated information.

(h) School districts are encouraged to provide in-service training for school personnel on the use and abuse of psychoeducational tests.

3.08.7 Qualifications of Test Administrators

The Ministry supports the principles set forth in *Standards for Educational and Psychological Tests* and *Ethical Standards for Psychologists* published by the American Psychological Association and adopted by the Canadian Psychological Association.

Educational and psychological tests are generally categorized according to levels of training required of the test administrators. School districts should ensure that personnel administering tests have appropriate levels of training.

Screening, diagnostic and achievement tests, administered at the school level, usually require at least one course in measurement, guidance or an appropriate related discipline.

Tests involving psychoeducational assessment usually require the user to have completed graduate training in measurement, guidance, individual psychological assessment or special testing methods appropriate to a particular test.

3.08.8 Resources/Assessment

For those school districts who do not employ their own personnel the following are possible sources for psychoeducational assessment services:

(a) Education Clinic, Faculty of Education, University of British Columbia.

Although this clinic's primary purpose is the training of graduate students in educational psychology, special education, reading and counselling psychology, it can provide some assessment services to school districts through supervised practice.

A number of school districts in British Columbia have entered into contracts with the Clinic.

(b) A list of registered psychologists in British Columbia who specialize in school psychology and who are private practitioners is available from the B.C. Psychological Association, No. 308, 2150 West Broadway, Vancouver, B.C. V6K 4L9. Telephone: 738-8117.

3.08.9 Programming

Following the assessment process (which includes the gathering of all relevant information) an Individual Educational Plan (I.E.P.) should be designed, implemented, continously evaluated and modified as indicated by the evaluation. Parents should play an important role in the development, implementation and monitoring of the individual plan along with teachers, district support staff and outside agency personnel as appropriate.

The Individual Educational Plan should include:

(a) Description of present level of functioning.
(b) Long-term goals.
(c) Short-term goals.
(d) Instructional objectives.
(e) Special services and/or placement.
(f) Instructional materials.
(g) Dates for review.
(h) Identification of case coordinator and program participants ....including the parents.
(i) Evaluation procedure.

The following pages provide one example of a form which may be useful for program planning and tracking. There have been a wide variety of Individual Educational Plans (I.E.P.) developed over the past several years and a great deal written on the I.E.P. Process. It is not the intention of the Division of Special Education to duplicate this material, rather we intend to share the materials we have and to work with field personnel to develop realistic and useful samples for field distribution. For further information please contact the personnel with the Division of Special Education:

Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C.
V8V 2M4

Telephone: 387-4611 local 205

INDIVIDUALIZED EDUCATION PROGRAMS

STUDENT'S NAME Sally

PRESENT DATE 82.09.15

BIRTHDATE 73.01.15 Age 9 - 7

SCHOOL Elmbridge

PLACEMENT	DATE STARTED	EXPECTED DURATION OF PLACEMENT
Grade 4 classroom	Sept./82	82-83 Academic year

SPECIAL EDUCATION SERVICES	DATE STARTED	EXPECTED DURATION OF SERVICES
Learning Assistance	82.09.15	3 months

EXTENT OF PARTICIPATION IN REGULAR EDUCATION full time except for 20 minutes per day in learning assistance centre.

SCHOOL BASED TEAM PARTICIPANTS	POSITION
Foe, N.	Principal
Nell, J.	Grade 4 Teacher
Susan, C.	Learning Assistance Teacher

DATE FOR ANNUAL REVIEW AND/OR REVISION OF IEP:

82.12.15

STUDENT'S NAME Sally

PRESENT LEVELS OF PERFORMANCE

TESTS	RESULTS
WRAT reading	gr. equiv. 4.8 S.S. 110
spelling	gr. equiv. 4.6 S.S. 108
arithmetic	gr. equiv. 3.6 S.S. 92
Key Math	all areas of key math at age level except for those involving
	accuracy in basic facts of mult. and div.
Brigance Diagnostic Inventories	confirms only area of weakness is basic facts in multiplic-
	ation and division. Addition, subtraction with regrouping OK.
	Measurement and math vocabulary OK.

SUMMARY STATEMENT:

Sally is functioning at grade level in the language arts area (as indicated by her teacher and supported by standardized tests). She is approximately 1 1/2 grade levels behind her placement in arithmetic.

STUDENT'S NAME Sally

	DIRECTION	AREA OF NEED	PROJECTED LEVEL	RESOURCES
GOAL	Increase basic skills in mult. & division.	mathematics	4.0 on key math	Regular class and learning assistance

	CONDITIONS	PERFORMANCE	STANDARDS & TIME LIMIT	MATERIALS/TECHNIQUES
SHORT TERM OBJECTIVE	Given one digit x one digit. mult. facts to 9 x 9	student will correctly write answers.	to 40 problems with 90% accuracy in 2 minutes.	drills - oral worksheets digitor practice

	METHOD	TIME SPAN
EVALUATION	chart progress on daily multiplication drills	2 weeks

	CONDITIONS	PERFORMANCE	STANDARDS & TIME LIMIT	MATERIALS/TECHNIQUES
SHORT TERM OBJECTIVE	Given 2 digit divided by one digit division problems.	student will correctly write answers.	to 40 problems with 90% accuracy.	drills - oral worksheets digitor practice

	METHOD	TIME SPAN
EVALUATION	chart progress on daily division drills	2 weeks

STUDENT'S NAME Sally

PROGRESS REPORT

INSTRUCTIONAL OBJECTIVE	HAS MASTERY	HAS PARTIAL MASTERY	HAS NO MASTERY	COMMENT
Mult. facts to 9	X			achieved mastery Oct. 5/82
Div. - 2 digits x 1 digit		X		continue practice, Oct. 10/82

STUDENT'S NAME Sally

RECORD OF CONFERENCES HELD

DATE October 12, 1982

REASON FOR MEETING Discuss Sally's program

PERSONS ATTENDING Principal, Teacher, Parent, L.A. Teacher

OUTCOME(S) Agreed to provide daily practice in multi. & div. facts in L.A. for 20 minutes. This to continue for 3 months maximum.

DATE

REASON FOR MEETING

PERSONS ATTENDING

OUTCOME(S)

DATE

REASON FOR MEETING

PERSONS ATTENDING

OUTCOME(S)

DATE

REASON FOR MEETING

PERSONS ATTENDING

OUTCOME(S)

IMPLEMENTATION/INSERVICE

3.09 IMPLEMENTATION/INSERVICE

Funding for district implementation of special education programs and inservice for special education staff is included in all special programs categories (3.20 to 3.35).

School districts have many options for providing inservice for their staff:

(a) provide the opportunity for staff to attend professional workshops and conferences;

(b) develop inservice programs for the school district using both local and outside resource people;

(c) work with other neighboring districts to develop inservice programs;

(d) cooperate with universities to present credit courses or noncredit workshops.

Effective inservice includes the following components:

(a) the inservice plan should be systematic, sequential and include a comprehensive follow-up plan;

(b) the participants should be involved in defining needs, choosing goals and activities;

(c) the opportunity needs to be available for participants to gain theory, observe demonstrations, model and practice new strategies and receive feedback and coaching;

(d) the inservice plan should be supported by the school principal and central office staff;

(e) the inservice should be school based and relevant to school problems.

The Ministry of Education, Division of Special Education, actively supports the enhancement of instructional techniques through a quality inservice program. An outline of inservice models currently used by the Ministry are:

(a) PROVINCIAL CONFERENCES

The Division of Special Education co-sponsors a number of conferences with provincial associations or local school districts.

(b) SUMMER INSTITUTES

The Division of Special Education co-sponsors week long credit sessions with the three provincial universities. Generally, these sessions focus on instructional strategies and the learning needs of the exceptional child in the regular class.

(c) REGIONAL INSERVICE

The Division of Special Education supports local school districts in the implementation of regional inservice sessions. It is expected that these conferences will meet the needs of the local communities, have a "training" focus and provide a comprehensive follow-up.

(d) K.N.O.W.

Training and awareness modules are being developed through Knowledge Network in cooperation with local universities.

SCHOOL BASED ADMINISTRATION

SCHOOL-BASED ADMINISTRATION

School-Based Administration (Special Education) has now been included for funding purposes under programs 1.11 School-Based Administration - Elementary and 2.11 School-Based Administration - Secondary.

The service levels below provide for additional administrative support of special education programs operated at the school level. This is in recognition of the fact that the presence of special programs in a school does lead to increased administrative time and responsibilities.

Some of these responsibilities are:

(a) increase in meeting time for individual program planning and review;

(b) more frequent meetings with parents;

(c) more frequent consultation with teachers;

(d) arrangements for and supervision of out-of-school activities, such as specialized work experience, life skills programs.

The application of this special funding support will take a variety of forms such as:

(a) Increased administration time for school administrators

(b) Special Department Head allowances

(c) Special Administrative Assistant positions

(d) Annex Administrators

(e) Special School Administrators

It is expected however that this special funding support will be utilized for school level special administration needs only.

1.11 School-based Administration

Elementary School-Based Administration

Principal	1 school administrative salary for every 350 students.
Support	(1 clerical salary + 1 elementary school supply and equipment unit) for every 350 students.
Elementary Administrative Allowances:	1 per teacher unit generated in Function 1 + 1 per elementary teacher unit generated in Function 3 + 3 per administrative unit generated in Function 1.
*** Number of students =	FTE Kindergarten and headcount enrolment in Grades 1-7 including Special Programs enrolment in K-7.

2.11 School-based Administration

THE LESSER OF:	A.	Principal:	1.0 school administrative salary for every 350 students.
		Support:	(1 clerical salary + 1 school supply and equipment unit) for every 350 students.
	OR		
	B.	Principal:	1.0 school administrative salary for every school.
		Support:	(1 clerical salary + 1 school supply and equipment unit) for every 500 students.
PLUS:		Administrative Assistance:	1 school administrative salary for every 750 students.
PLUS:		Secondary Administrative Allowances:	1 per teacher unit generated in Function 2 + 1 per secondary teacher unit generated in Function 3 + 5 per administrative unit generated in Function 2.
		*** Number of students =	FTE enrolment in Grades 8 - 12 including Special Programs enrolment in Grades 8 - 12.

SPECIAL PROGRAMS
TRANSPORTATION

7.71 SPECIAL PROGRAMS TRANSPORTATION

Function 7 provides funding for regular transportation and housing (where required) for students (including those in special programs). This includes regular and contract busing, transportation assistance, boarding or dormitory allowance and water transportation.

In addition, there is supplementary funding to assist with the provision of special transportation for the approved number of students in the following Function 3 programs:

3.20	Trainable Mentally Handicapped
3.21	Severe/Profound Handicapped
3.22	Physically Handicapped
3.23	Visually Impaired
3.24	Hearing Impaired
3.25	Autistic
3.27	Educable Mentally Handicapped
3.28	Severe Behaviour Problems

LEARNING ASSISTANCE

1.04/2.04 - LEARNING ASSISTANCE

DEFINITION

Learning assistance is a school-based service designed to assist schools in providing a range of services which will assist teachers in meeting the needs of students within their classrooms. As a school-based service it is part of the concept of the full service school. A full service school is one which

(a) accepts all students within its boundaries
(b) feels a responsibility to provide appropriate services to all students
(c) cooperates with other professionals in order to deliver services or obtain services appropriate to meet the needs of all students.

In order to meet the needs of all students in the school the learning assistance program should facilitate planning between and among teachers. The learning assistance teacher should be aware of district and community services for special needs students and how to access these services. Part of the responsibility of a full service school is knowing where, when and how to utilize special services in order to obtain the best educational program for students within its catchment area.

The goal of the learning assistance program is to maintain students with mild learning problems in the neighborhood school and the regular classroom. The expectation is that students will receive the major part of their education in a regular class and will not require more than sixty minutes per day of intensive direct instruction in the learning assistance centre.

The learning assistance teacher is a generalist in special education, with major expertise in teaching methodology for students with mild learning problems. Students with moderate to severe disabilities are not candidates for learning assistance as other funding categories have been created for these disabilities.

IDENTIFICATION

Schools are encouraged to establish screening procedures at various grade levels within the school. At the secondary level, the major input for identifying students with learning problems will result from communication with the elementary schools. It is important to emphasize that these screening procedures are not intended to provide information on which to base programming decisions. Programming decisions should be based on diagnostic information, which include educational tests, observational data, data from the classroom teacher, information from the parents and student, school records, as well as information from other professionals and resource personnel who have been involved with the student.

Screening procedures should assist classroom teachers in selecting students for referral. Schools are encouraged to establish a school-based team to monitor referrals to learning assistance as well as referrals to district special services. Referral procedures should be established, well articulated and reviewed annually in each school.

The school-based team should consist of the principal, referring teacher(s), counsellor, learning assistance teacher, and where appropriate, other individuals who have special knowledge of the student. The student and the parents may meet with the team to discuss the referral and program. The team acts in an advisory capacity to the principal. The team's function is to screen referrals, make placement suggestions, refer to district services as well as review and monitor programs.

In the elementary school, emphasis on early identification should not preclude services at the intermediate level.

SERVICE DELIVERY

The learning assistance program should consist of three components.

(a) Assessment: This includes data collection (e.g. behavioral incidences, work samples, collation of data from files), individual assessment for program planning, diagnostic teaching and pre and post testing. The use of both norm referenced and criterion referenced testing is encouraged. The guiding principle to follow in assessment is to gather sufficient information to develop a program. The diagnostic teaching model of test, teach, test is inherent in the assessment component of learning assistance.

(b) Direct instruction: Direct instruction to small groups of students may be provided in eassistance centre. Direct instruction should be supportive to the regular program and not in place of it. Direct instruction is highly structured and follows the principles of effective teaching.

(c) Cooperative planning: This aspect of learning assistance is crucial to successful operation of the program. It is this aspect that provides for the transfer of skills to the regular program and without this transfer, success is unlikely.

Cooperative planning is a process beginning with referral and ending with the monitoring of the child's progress in the regular program. It is based on the premise that each professional has a contribution to make in developing a program with which the student can be successful.

Co-teaching is a component of cooperative planning. Other aspects include consultation with students, parents, teaching colleagues and other professionals. Analysing data from classroom observation is an aspect of cooperative planning, as is curriculum modification and demonstration of instructional techniques to meet student's specific needs in the regular classroom.

PROGRAM

The educational program is a contract between the regular classroom teacher and the learning assistance teacher. Responsibility for the student remains with the regular classroom or content teacher.

The major emphasis at the elementary level is on the remediation of basic skills. These are defined as those skills which are necessary to meet the demands of the curriculum content in the regular classroom.

At the secondary level the remediation of basic skills is only one component of the program. If the student has achieved functional literacy and numeracy the learning assistance program will focus on other skills. 'Learning how to learn' strategies is one option. Other program components include study skills, parallel curriculum, peer or volunteer tutoring programs, and assistance with curriculum modification in the specific content area.

A concise individualized educational program should be planned for each student who is referred for direct instruction. The IEP begins with a statement of the problem by the referring teacher. The program should be developed by the learning assistance teacher in conjunction with the classroom teacher. The program should include a statement of the student's present levels of educational performance, the long range goals and short term instructional objectives, the services to be provided, an evaluation procedure, the anticipated duration of services and a date for reviewing the program.

At the secondary level and possibly at the upper intermediate level the student should be an active participant in the planning process, reflecting on his/her skill level and possible career options. The need for effective long range planning for students with learning problems cannot be over emphasized. Involvement of the student and parent(s) in selecting program options and alternatives is essential.

Students who receive indirect assistance should have a precise record of suggestions for modification/instructional strategies/materials and a review date.

EVALUATION

School districts should have an ongoing process to evaluate the effectivess of their learning assistance program. Please consult the Ministry's *Evaluation of Special Programs: Resource Materials,* for information on evaluation.

PROGRAM PERSONNEL

The major areas of competency for the learning assistance teacher are:

(a) The ability to work and communicate with other teachers and parents in the development of program and/or methodology changes for specific students; i.e. to assist the regular classroom teacher in altering instructional strategies related to special needs of students; to assist teachers in altering, adapting, and modifying curriculum to meet the needs of specific students; to provide teacher inservice related to learning problems; to assist parents in providing a supportive role to the child's program.

(b) The ability to do a complete educational assessment. This would include observation in the classroom; use and interpretation of formal and informal educational assessment procedures; interpretation of psycho-educational data; diagnostic-teaching; and consultation with students, parents, teachers, and other professionals.

(c) The ability to develop, implement and evaluate an individualized educational program that is appropriate for the student's assessed needs.

(d) Expertise in selecting and using a variety of instructional materials and teaching techniques.

(e) Skills for managing a learning assistance program, e.g. scheduling, record keeping, purchasing materials, organizing a centre, working with paraprofessionals.

The Ministry encourages school districts to hire or appoint learning assistance teachers who have the following qualifications:

(a) a Bachelor of Education degree

(b) University training in five or more of the following areas:

1. introduction to exceptional children
2. diagnosis and remediation of learning disabilities
3. teaching the slower learner
4. child development/psychology of adolescence
5. behaviour management/precision teaching
6. remedial reading
7. remedial mathematics
8. language development
9. counselling and/or educational psychology
10. assessment - testing
11. psychology of learning/mastery learning

(c) two successful years of regular classroom teaching

Districts should provide appropriate inservice opportunities to facilitate the upgrading of learning assistance teachers' competencies.

RESOURCES

Districts are encouraged to provide Learning Assistance teachers with appropriate equipment and materials necessary for the operation of effecitve programs.

FUNDING

Funding for Learning Assistance is specifically allocated to School Districts through Function 1 (Elementary) and Function 2 (Secondary) of the Financial Management System (Programs 1.04 and 2.04). These funds are calculated according to the service delivery formula for Learning Assistance applied to the total regular pupil enrolment in the School District. The funding formula for Learning Assistance represents additional funding within the Elementary and Secondary allotments. School District staffing for Learning Assistance should concur with program guidelines and standards and should reflect the level of resources allocated through the service levels of the Financial Management System. The service delivery formula for Learning Assistance is presented below.

1.04 Learning Assistance

1st 1,000 Students: Cost of 1 teacher unit for every 300 students.
Plus for 2nd 1,000 students: Cost of 1 teacher unit for every 325 students.
Plus for next 2,000 students:Cost of 1 teacher unit for every 350 students.
Plus for students over 4,000:Cost of 1 teacher unit for every 385 students.

***Number of students = FTE enrolment in programs 1.01, 1.02, 1.05 and 1.06

2.04 Learning Assistance

1st 1,000 Students: Cost of 1 teacher unit for every 300 students.
Plus for 2nd 1,000 students: Cost of 1 teacher unit for every 325 students.
Plus for next 2,000 students:Cost of 1 teacher unit for every 350 students.
Plus for students over 4,000:Cost of 1 teacher unit for every 385 students.

***Number of students = FTE enrolment in programs 2.02, 2.03, 2.05 and 2.06

NOTE: Cost of a teacher = the district's average instructional salary plus the employer's share of statutory benefits plus a portion of the employer's share of non-statutory benefits.

Cost of a teacher unit = cost of a teacher plus 8% of the provincial average instructional salary adjusted by the freight rate for the district.

FACILITIES

Schools should ensure that adequate space is provided for the operation of the learninng assistance program. Please refer to the B.C. School Facilities Building Manual - Part 2 Space Standards and Part 3 Design Guidelines.

CONSULTATION

The services of the Provincial Coordinator, Learning Assistance and Learning Disabilities are available to school districts to assist with learning assistance programs. Further information may be obtained from:

Provincial Coordinator
Learning Assistance and Learning Disabilities
Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C.
V8V 2M4

Telephone: 387-4611 (Local 205)

FUNDING-PLACEMENT POLICY AND PROCEDURES
SEVERELY HANDICAPPED CHILDREN

FUNDING-PLACEMENT POLICY AND PROCEDURES

SEVERELY HANDICAPPED CHILDREN

The intent of the Funding and Placement Policy for Severely Handicapped Children is to make provision for the severely handicapped who are required to move to another school district in order to receive an appropriate educational program. Please see Ministry Policy Circular 18 - 84.06.11 for specific details. Immediately following this circular is "A Summary of Procedures Steps". This information is designed to assist individuals in following the required procedures.

The policy provides special grant funding to the "host" or receiving school district for programs approved by the Special Education Division. Programs may be district-specific, regional or provincial in nature. All placements must receive the prior approval of the Special Education Division according to the procedures outlined. All costs must be reviewed and approved by the Special Education Division according to the procedures outlined.

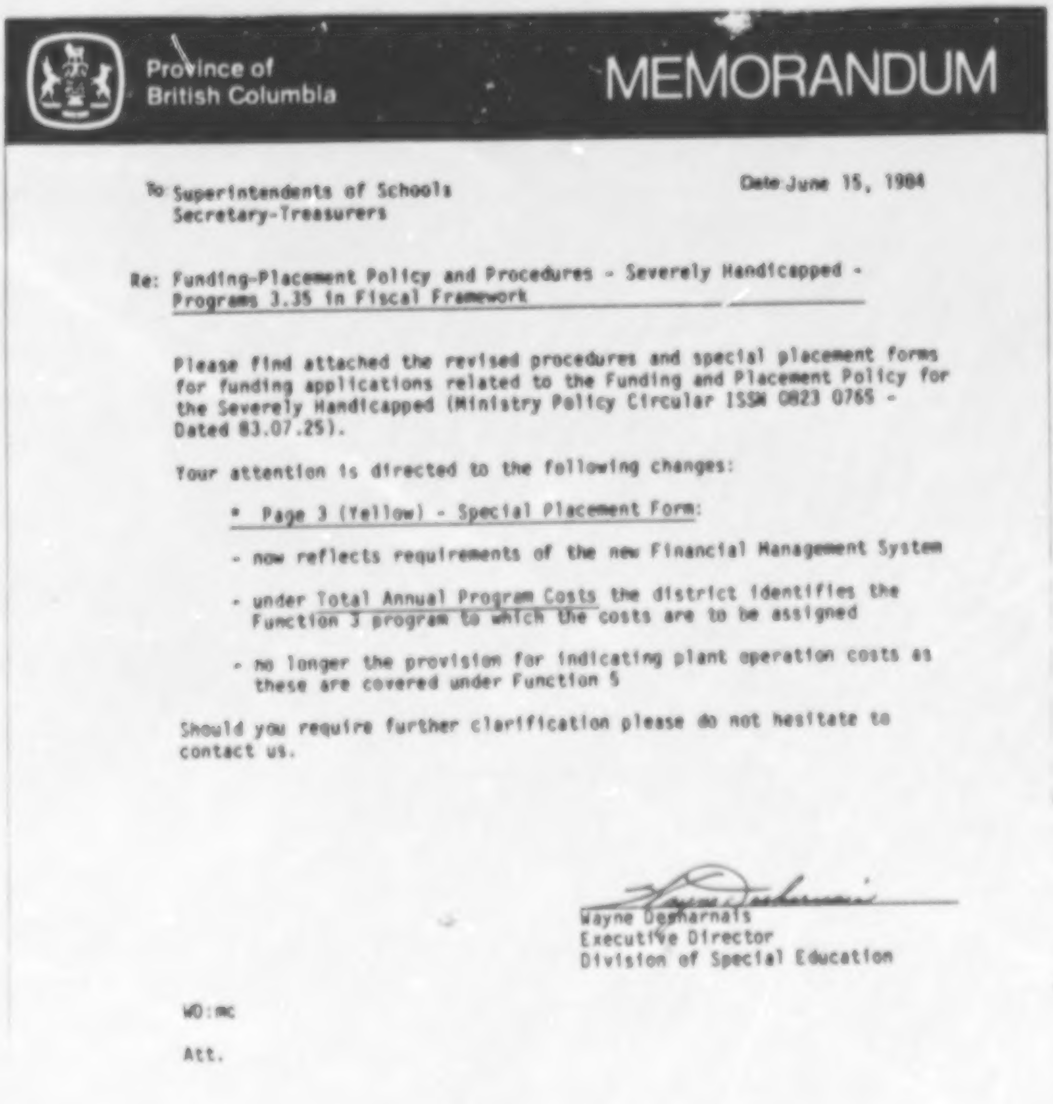
Programs will only receive funding if they are judged by the Special Education Division to be the most appropriate and least-restrictive for the child. If it is deemed suitable for the child to remain in the home district or if it is deemed that the home district could provide a suitable program through the other special program funding provisions, then local programming will be the only accepted response.

Where boarding and transportation costs are associated with the approved placement of a severely handicapped child the Special Education Division will review and approve costs and special grant funding will be provided to the receiving school district for reimbursement to parents. One exception to this will be the students attending Jericho Hill Provincial School for the Deaf. The transportation and/or boarding costs for these students will be approved by the Special Education Division but funding will be provided to the home school district for reimbursement to parents.

The 1985/86 approvals in this category have already been made as a result of the transition into the new School District Budget Year (July 1 to June 30).

The Division will only accept applications for new student placements and applications must be submitted on the required forms by September 30, 1985.

Please see Appendix I for a complete list of "Designated Provincial Resource Programs".



Province of
British Columbia

MEMORANDUM

To: Superintendents of Schools
Secretary-Treasurers

Date: June 15, 1984

Re: Funding-Placement Policy and Procedures - Severely Handicapped - Programs 3.35 in Fiscal Framework

Please find attached the revised procedures and special placement forms for funding applications related to the Funding and Placement Policy for the Severely Handicapped (Ministry Policy Circular ISSN 0823 0765 - Dated 83.07.25).

Your attention is directed to the following changes:

- Page 3 (Yellow) - Special Placement Form:

- now reflects requirements of the new Financial Management System
- under Total Annual Program Costs the district identifies the Function 3 program to which the costs are to be assigned
- no longer the provision for indicating plant operation costs as these are covered under Function 5

Should you require further clarification please do not hesitate to contact us.

Wayne Desharnais
Wayne Desharnais
Executive Director
Division of Special Education

WD:mc

Att.

Province of British Columbia

MEMORANDUM

To: Superintendents of Schools,
Secretary-Treasurers

Date: June 15, 1984

Re: Funding Placement Policy for the Severely Handicapped

Out-of-District Placements - 1985 Budget Year

Please find enclosed Special Placement Forms for the 1985 budget year.

As indicated to you previously, approved transportation and/or boarding costs for students attending the Jericho School for the Deaf will be adjusted to the home district's 1985 Budget Final Determination (see procedures: 2.3.1.3.1). All other approved transportation and/or boarding costs, together with approvd program costs will be adjusted to the receiving districts' Budget Final Determination (Procedures: 2.3.1.1 and 2.3.1.3.2).

Completion of Special Placement Forms:

1. Home Districts:

   1.1 Students enrolled at Jericho Hill School for the Deaf.

   Please complete pages 1&2 (green) together with the section relating to transportation and/or boarding for Jericho students and submit the four page form directly to Ms. Helen Adams, Principal, Jericho Hill School, no later than Sept. 15, 1984.

   1.2 Students enrolled in other programs.

   Please complete pages 1&2 (green), omit section relating to Jericho Hill School placements, and forward the four page form directly to the Superintendent of the Receiving District, no later than September 15, 1984.

2. Receiving Districts:

   2.1 Non-Provincial Resource Programs

   Please complete pages 3&4 (yellow) for all students enrolled in Non Provincial Resource Programs and return the four page form(s) to the Division of Special Education, no later than September 30, 1984.

.../2

Page 2

2.2 Provincial Resource Programs

For those students enrolled in a provincial resource program, do not complete pages 3 & 4 (yellow). Provincial Resource Programs 1985 Budget Submission forms have been sent to you separately. You will require Pages 1&2 (green) of the Special Placement Forms in order to complete your Provincial Resource Program 1985 Budget Submission form. (Individual Student Special Placement Forms must be kept on file in the receiving school district for those students enrolled in Provincial Resource Programs). Provincial Resource Programs 1985 Budget Submission forms must be returned to the Division of Special Education no later than September 30, 1984.

Thank you for your continued assistance and cooperation.

Wayne Desharnais
Executive Director
Division of Special Education

Att.

Province of
British Columbia
Ministry of
Education

Ministry Policy Circular

18 | 84.06.11

FUNDING AND PLACEMENT POLICY FOR SEVERELY HANDICAPPED CHILDREN

JUNE, 1984 ISSN 0823 0765

DISTRIBUTION:
- Ministry Management Committee
- District Superintendents of Schools
- Superintendents of Schools
- Secretary-Treasurers
- All School Principals (Public and Independent)
- B.C. Faculties of Education
- B.C.T.F., B.C.S.T.A.
- Colleges and Institutes
- Continuing Educators
- College and Institute Board Members
- Provincial and Territorial Ministries of Education
- Libraries in Universities

FUNDING AND PLACEMENT POLICY FOR SEVERELY HANDICAPPED CHILDREN

(Implementation Date (84.09.01)

Nature of Circular: Ministry Policy and Procedures Announcement/Revision to Ministry Policy Circular(05, 83.07.25)

1.0 General Policy

1.1 Any child who is receiving educational services in a school district in which he or she normally resides is eligible for special education services, where appropriate, through the shared special education funding system.

1.2 If, even through the use of shared special education funding, educational services cannot be made available in a particular district, the school district, in accordance with Section 157 of the School Act, may request the placement and provision of services for a child in another school district. The intent of the Funding and Placement Policy for Severely Handicapped Children is to make provision for severely handicapped children whose home school district is unable to provide an appropriate educational program. Approved programs, placements and operating costs will be reviewed annually by the Division of Special Education in terms of program suitability and available financial resources.

../2

1.3 For approved out-of-district placements, receiving school districts will be reimbursed for approved operating costs of program, including approved transportation and/or boarding costs, with the exception of Jericho Hill School. For those students enrolled in the Jericho Hill School Provincial Resource Program, home school districts will be reimbursed for approved costs of transportation and/or boarding. School districts which host designated Provincial Resource Programs will be reimbursed for the total approved operating program costs.

1.4 For each child attending a designated out-of-district program for a significant portion of the school year (either a Provincial Resource Program or an individual district program) the Ministry will recover from the home school district the district's share of the average operating costs per pupil. Recoveries from the receiving school district will be made for its own students attending Provincial Resource Programs which it hosts. Adjustments will be made to both district's final determination of budget by the Schools Operations Branch (Note: a minimum of three months will be considered to be a "significant portion of the school year"). A current listing of those provincial resource programs for which recoveries will be made is contained in Appendix II.

1.5 Prior to implementation, and in accordance with the outlined procedures, all proposed placements, together with anticipated operating costs, must be submitted to, reviewed and approved by, the Division of Special Education.

1.6 Programs will be approved only if they are judged to be the most appropriate and least restrictive for the child. If it is determined that the child should remain in the home district, with or without additional shared special education funding assistance, then local programming will be the only suitable response. For any alternative selected, consultation will occur with all concerned.

1.7 Neither the home school district sending children to out-of-district programs nor the receiving school district providing these programs will be eligible for shared special education funding for students enrolled in such programs.

1.8 The home school district sending students to another district or to an approved Provincial Special Resource Program for a significant portion of the school year (i.e. 3 months or more) must not count these students in the district enrolment.

1.9 The receiving district or the district operating an approved Provincial Special Resource Program will count out-of-district students in their total district enrolment; however, those students will not be counted

.../3

for purposes of calculating the fiscal framework basic program costs for the following programs:

Kindergarten	Programs 8-12
Grades 1-7	Learning Assistance (Sec.)
Learning Assistance (Elem.)	School-Based Administration (Sec.)
School Based Administration (Elem.)	

1.10 Provincial Resource Programs

The Division of Special Education may designate some programs as Provincial Resource Programs. Factors which will be taken into consideration in the designation of such programs will include:

1.10.1 The program provides service to a significant number of children who are identified, through formal assessment procedures, to be severely handicapped and who are not residents of the receiving or "host" district.

1.10.2 The community in which the program is located has the capability to provide essential non-education support services (from community agencies or other Ministries).

1.10.3 The program provides services to a significant number of children who, as a result of the Ministry of Human Resources Program of deinstitutionalization, have been placed in a school district or who are residents of an institution but who are attending programs in a school district (e.g. Tranquille or Woodlands).

1.10.4 The program or the educational component of the program is operating under the authority of a local school district in accordance with the School Act and Regulations.

1.10.5 The educational program is located in a hospital which serves a significant number of children who are not residents of the district in which the hospital is located.

The programs listed in Appendix I have been designated as Provincial Resource Programs. The Division of Special Education will consider additional program proposals from school districts for such designation. However, the Provincial Government restraint program must be taken into consideration and program proposals will be judged in accordance with available resources.

2.0 Procedures

2.1 Home School District Responsibilities

If, following a review of the home district's programming options, it is determined that the home school district is unable to provide a suitable

.../4

program, then these procedures must be followed prior to program placement.

2.1.1 Discuss possible placement with the receiving district.

2.1.2 Provide all relevant background information about the child to the receiving district.

2.1.3 Provide written confirmation of home district's approval of the placement to the receiving district.

2.1.4 Provide written confirmation of parent/guardian approval to the receiving district.

2.1.5 Where boarding is required, provide written confirmation from the parent/guardian indicating that they have secured adequate boarding facilities in the receiving district. (an "adequate" boarding facility is one in which: (a)appropriate supervision is available; (b) appropriate transportation is available; (c) necessary specialized equipment and related professional skills are available.)

2.1.6 Where boarding is required, provide written confirmation for the parent/guardian indicating that they authorize the boarding home parents to act on their behalf in matters relating to routine home-school communications.

2.1.7 Where boarding is required, provide written confirmation from the parent/guardian indicating that they have made arrangements to provide the child with appropriate medical and dental care.

2.1.8 Provide written confirmation to the parent/guardian of the home district's responsibility to reimburse the parent/guardian for approved costs of transportation for all students enrolled in the Jericho Hill School for the Deaf and boarding costs for those students enrolled in the Jericho Hill School for the Deaf Provincial Resource Program but who are living off campus.

2.1.9 The home school district has the responsibility of advising parents/guardians in matters relating to additional financial assistance required but not provided for under this policy. Parents may have to be referred to the Ministry of Human Resources or the Department of Indian Affairs or other Ministries or Agencies.

2.1.10 It is suggested that the home school district confer with the local and regional inter-ministry children's committee(s) prior to placement in any out-of-district program.

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2.2 Receiving School District Responsibilities:

If it is confirmed that the home school district is unable to provide a suitable program and the requirements outlined in 2.1 have been satisfied, then these procedures must be followed by the receiving school district prior to program placement.

2.2.1 Discuss possible placement with the home school district and determine that a suitable program and space is available.

2.2.2 Provide written confirmation of program placement to the home school district.

2.2.3 Provide a statement of anticipated transportation and/or boarding costs, program costs and a program description to the Division of Special Education for prior approval.

2.2.4 Provide written confirmation to the parent/guardian of the receiving district's responsibility to reimburse the parent/guardian for approved costs of transportation and/or boarding. (Exception: Jericho Hill School for the Deaf Placements.)

2.3 Financial Instructions

2.3.1 Adjustments to Credit and Recovery of Costs

Wherever possible, adjustments to school district operating budget will be made in the budget year in which the school year ends.

2.3.1.1 Full Approved Operating Program Costs

On the basis of student information and approved operating program costs provided by the Division of Special Education, the Schools Operations Branch will adjust the receiving school district's operating grant on the notice of final determination prepared for the current budget year.

2.3.1.2 Local Share of Operating Costs

For each child attending an out-of-district approved program for a significant portion of the school year, the Schools Operations Branch will, based on student information and approved operating program costs provided by the Division of Special Education, determine the district's share of the average per pupil operating costs to be recovered from the home school district (and

.../6

if applicable, the receiving district)and adjust the operating grant on the notice of final determination prepared for the current budget year. (A minimum of three months will be considered to be a "significant portion").

2.3.1.3 Approved Transportation and/or Boarding Costs

2.3.1.3.1 Jericho Hill School Provincial Resource Program

The Division of Special Education will notify the Schools Operation Branch of the amounts approved under 1.3 of the Funding and Placement Policy for Severely Handicapped Children, including the effective dates, rate, and number of months, as applicable, for each allowance. The Schools Operations Branch will credit the amounts due the home district on the notice of final determination.

2.3.1.3.2 Other Approved Program Placements

The Division of Special Education will notify the Schools Operations Branch of the amounts approved under 1.3 of the Funding and Placement Policy for Severely Handicapped Children, including the effective dates, rate, and number of months, as applicable, for each allowance. The Schools Operations Branch will credit the amounts due the receiving district on the notice of final determination.

2.3.1.3.3 The school district receiving approved funds is responsible for notifying the Schools Operations Branch if an allowance was terminated prior to the end of the period originally negotiated and approved, or if the amount actually paid was less than the amount approved by the Ministry.

2.3.2 Payments to Parents or Guardians

Payments to the parent or guardian for approved boarding and transportation costs are the responsibility of the district receiving approved costs, and are to be made, notwithstanding that the adjustments on the notice of final determination will be made in arrears. It is expected that the district will not delay making payments to the parent or guardian pending receipt of

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the notice of final determination, but rather, will pay on the strength of the approval given under 1.3 of the referenced policy.

2.3.3 Financial Reports

The district receiving approved costs may be required to submit a certified statement of the payments actually made for boarding and transportation costs, or such other information with respect to costs incurred under this program, as considered necessary by the Ministry.

Enquiries concerning this circular should be addressed to:

Mr. Wayne Desharnais,
Executive Director
Division of Special Education
Ministry of Education
Parliament Buildings,
Victoria, B.C. V8V 2M4
Telephone: (604) 387-4611

Appendix I

Designated

Provincial Resource Programs

1.	Jericho Hill School for the Deaf	Vancouver
2.	Youth Containment Centre	Burnaby
3.	Youth Containment Centre	Victoria
4.	Youth Containment Centre	Chilliwack
5.	Youth Containment Centre	Campbell River
6.	Gateway House	Delta
7.	Fitzwater School	Kamloops
8.	Overlander Training Centre	Kamloops
9.	G.R. Pearkes Clinic	Victoria
10.	Eric Martin Institute	Victoria
11.	Queen Alexandra Hospital	Victoria
12.	Vancouver General Hospital (Adolescent Program)	Vancouver
13.	Children's Hospital	Vancouver
14.	Sunny Hill Hospital	Vancouver
15.	Senator Study Centre	Vancouver
16.	G.F. Strong Centre	Vancouver
17.	Regional Hearing Impaired	Burnaby
18.	Regional Hearing Impaired	Langley
19.	Regional Educational Support Centre for Severely Learning Disabled Children	Kamloops

.../2

Page 2

Appendix I

Designated Provincial Resource Programs

20.	Regional Educational Support Centre for Severely Learning Disabled Children	Chilliwack
21.	New Westminster Hospital	New Westminster
22.	The Maples	Burnaby
23.	Intensive Child Care Resource (I.C.C.R.)	Coquitlam
24.	Intensive Child Care Resource (I.C.C.R.)	Vancouver
25.	Intensive Child Care Resource (I.C.C.R.)	Prince George
26.	Cedar Lodge	Cowichan
27.	Greater Victoria School District Hospitals	Victoria
28.	Chrisholme	Langley
29.	House of Concord	Langley
30.	Maywood Home	Vancouver

Appendix II

Provincial Resource Programs - Recoveries from Home and Receiving Districts*

1.	Fitzwater	S.D.# 24 Kamloops
2.	Overlander	S.D.# 24 Kamloops
3.	Regional Hearing Impaired	S.D.# 35 Langley
4.	Gateway House	S.D.# 37 Delta
5.	Sunny Hill Hospital	S.D.# 39 Vancouver
6.	G.F. Strong Centre	S.D.# 39 Vancouver
7.	Regional Hearing Impaired	S.D.# 41 Burnaby
8.	Chrisholme	S.D.# 35 Langley
9.	Queen Alexandra Hospital	S.D.# 61 Victoria
10.	G.R. Pearkes	S.D.# 61 Victoria
11.	Cedar Lodge	S.D.# 65 Cowichan
12.	Jericho Hill School	Ministry of Education

* For each student attending one of the above programs, the home and receiving district's final budget determination will be adjusted to include a recovery equal to the district's share of the average operating cost. (Policy 1.4) (Procedures 2.3.1.2)

FUNDING-PLACEMENT POLICY AND PROCEDURES SEVERELY HANDICAPPED CHILDREN

A Summary of Procedural Steps

A. INDIVIDUAL STUDENTS

Agreement to place student confirmed

Home School District	Receiving School District
Step 1: i) Complete pages 1 and 2 (green) ii) Obtain signatures of: a) Superintendent of Schools b) Parent/guardian iii) Forward the four page form to Superintendent of Receiving School District, no later than September 13, 1985	
	Step 2: i) Complete pages 3 and 4 (yellow) ii) Calculate the per student program cost by dividing the total number of students into the appropriate Function 3 Program. Calculate administration cost (12%), transportation and boarding costs per student iii) Obtain signature of Superintendent of Schools
	Step 3: Forward all 4 pages to the Division of Special Education, Ministry of Education, Parliament Buildings, Victoria, B.C., V8V 2M4, no later than September 30, 1985

B. PROVINCIAL RESOURCE PROGRAMS

Agreement to place student confirmed

Home School District	Receiving School District
Step 1: i) Complete pages 1 and 2 (green) ii) Obtain signatures of: a) Superintendent of Schools b) Parent/guardian iii) Forward the four page form to Superintendent of Receiving School District, no later than September 13, 1985	

Step 2:
- i) Complete Provincial Program Submission form (EDUC. 1008)
- ii) Attach additional Other Expenses information
- iii) Complete Program Enrolment Information Form (page 2)

Step 3:
Forward all four pages to Division of Special Education, Ministry of Education, Parliament Buildings, Victoria, B.C., V8V 2M4, no later than September 30, 1985

C. JERICHO HILL SCHOOL FOR THE DEAF

Home School District	Receiving School District (Jericho)
Agreement to place student confirmed	
Step 1: i) Complete pages 1 and 2 (green) ii) Forward all four page form to Principal, Jericho Hill School for the Deaf, 4125 W. 8th Ave. Vancouver, B.C., V6R 1Z6, no later than September 13, 1985	

Note:

Approved transportation and/or boarding costs for students attending Jericho Hill School for the Deaf will be adjusted to the home districts' 1986 Final Budget Determination. All other approved transportation and/or boarding costs, together with approved program costs will be adjusted to the receiving districts' 1986 Final Budget Determination.

Instructions:

Home District: Following completion of Sections "A"-"G", pg. 1&2, (green) send to Receiving District (see Procedures 2.1) or, if applicable, Jericho Hill School for the Deaf, no later than Sept.15, 1985.

Receiving District: Following completion of Sections "H"-"K", pages 3&4, (yellow), send to Division of Special Education. (see procedures 2.2) NB Do not complete this form for Provincial Resource Programs.(see attached memorandum)

MINISTRY OF EDUCATION

DIVISION OF SPECIAL EDUCATION

FUNDING AND PLACEMENT FOR SEVERELY HANDICAPPED CHILDREN

SPECIAL PLACEMENT FORM (1985)

Reference: Procedures

DATE ____________ HOME SCHOOL DISTRICT # ____________

RECEIVING SCHOOL DISTRICT # _____ PROPOSED PROGRAM ____________

A. Student Identification:

Name ____________________

Birthdate ____________________ Sex ________

Address ____________________

Nature of Handicap ____________________

____

B. Parent or Legal Guardian Identification:

Name ____________________

Address ____________________

Telephone ____________________

C. Present Program:

School/School District ____________________

Special Program/Services ____________________

2.1.1 D. Proposed Program/Placement:

School/School District ____________________

Special Program/Services ____________________

2.1.2 Rationale For Out-of-District Placement ____________________

____

____

____

Reference:
Procedures

2.2.1 E. Placement Commitment Received from Receiving School District:

Immediate: YES ___ NO ___ Waiting List: YES ___ NO ___

Other (explain) ____________________________________

____

F. Parent/Guardian Approvals/Authorization:

Written confirmation from the parent/guardian of the following must be provided by the home school district to the receiving school district:

Reference		Completed	N/A
2.1.4	Approval of the proposed program	________	
2.1.5	Adequate boarding facilities have been secured	________	___
2.1.6	Authorization of boarding home parents to act on the behalf of the parent/guardian in matters relating to routine home-school communication.	________	___
2.1.7	Arrangements for appropriate medical and dental care have been made.	________	___

2.1.9 Where applicable, parents/guardians have been advised in matters relating to additional financial assistance required but not related to the funding-placement policy for severely handicapped children. YES ___ N/A ___

G. Placement Approval - Home District

2.1.3 ____________________________________
Signature - District/Superintendent of Schools

________________ School District Number ______
Date

2.1.4 ____________________________________
Signature - Parent/Guardian Consent

____
Date

Complete the following section for Jericho Hill School Provincial Resource Program Only:

	1985 Budget	1985 Actual (Proj.)	1986 Proposed	1986 Approved
Home/School Transportation Costs	$______	$______	$______	$______
Boarding Costs	$______	$______	$______	$______
TOTAL	$______	$______	$______	$______

Forward complete form (4 pages) by September 13/85 to:

Principal
Jericho Hill School for the Deaf
Division of Special Education,
Ministry of Education
4125 West 8th Avenue
Vancouver, B.C.
V6R 1Z7

Reference:
Procedures

- 3 -

Receiving School District Name ______________________ # _____

H. Program/Tuition Costs for Non-Provincial Resource Programs:

Name of Out-of-District Student ______________________

Home School District ______________________

Name of Program ______________________

Program Description Attached (Y/N)

Elementary or Secondary _____ Total # of Students in Program ___

Total Annual Program Costs	1984 Allocated in Fiscal Framework	1984 Anticipated Expenditures	1985 Requested	1985 Approved
Function 3 Program $ ______ Per Student	$ ________	$ ________	$ ________	$ ________
Admin. Cost Per Student (max. 12% of above)	$ ________	$ ________	$ ________	$ ________
Home/School Transp. Costs Per Student	$ ________	$ ________	$ ________	$ ________
SUB TOTAL	$ ________	$ ________	$ ________	$ ________

Boarding Costs	1984 Budget	1984 Anticipated Expenditures	1985 Requested	1985 Approved

Cost for above Child - TOTAL	$ ________	$ ________	$ ________	$ ________

Reference:
Procedures

2.2.4 I. Boarding and/or Transportation Costs:

Parents/Guardians have been advised that they will be reimbursed by the Receiving school district for approved costs of boarding and/or transportation. YES____ N/A____

N.B. Division of Facilities and Support Services Transportation Assistance policy does not apply to students covered by the Funding and Placement Policy for the Severely Handicapped.

2.2.2 J. Placement Approval - Receiving School District

____
Signature - District/Superintendent of Schools

____
Date

K. Effective Placement Date: ____________________

L. Ministry of Education Approval

______________________________ ____________
Signature - Executive Director Date
Division of Special Education

Send completed form (green and yellow) no later than September 30, 1985 to:

Division of Special Education
Ministry of Education
Parliament Buildings
Victoria, B.C.
V8V 2M4

Division of Special Education

Provincial Resource Program

Program Enrolment Information Form

School District Name and Number__________________ Program_________________

Column 1	2	3	4	5	6	7	8
S.D. Approval "X"	Parent Approval	Name of Student (Surname, Given)	Home SD No.	Elem "X"	Sec "X"	NON-RESIDENT STUDENTS ONLY Transport. Home/Sch. Costs $	Boarding Costs $
						$	$

CERTIFIED CORRECT: ______________________ ______________________
Superintendent of Schools Secretary Treasurer

DATE: ____________________

Province of
British Columbia

Ministry of Education
DIVISION OF SPECIAL EDUCATION

PROVINCIAL RESOURCE PROGRAM:
BUDGET SUBMISSION, FUNDING & PLACEMENT

DISTRICT NO	DISTRICT NAME
PROGRAM 3.35	PROGRAM TITLE

I. EXPENDITURES

STAFF/EXPENDITURES			F.T.E.'s	BUDGET, CURRENT YEAR	ANTICIPATED EXPENDITURES TO END OF CURRENT YEAR	PROPOSED BUDGET, COMING YEAR	APPROVED BUDGET, COMING YEAR
A. STAFF:	1. Teachers:	number					
		actual anticipated salaries					
	2. Substitutes:	summer replacements					
		normal substitution					
	3. Non-teaching:	number					
		actual anticipated salaries					
	4. Benefits						
B. INSTRUCTIONAL SUPPLIES							
C. INSTRUCTIONAL EQUIPMENT (non-capital: attach list)							
D. OTHER EXPENSES (travel, in-service, etc.: attach details)							
SUB-TOTAL (A TO D)							
E. ADMINISTRATION/SUPERVISION (max. 12% of SUB-TOTAL)							
F. NON-RESIDENT PUPIL TRANSPORT (page 2)							
G. NON-RESIDENT PUPIL BOARDING (page 2)							
TOTAL (SUB-TOTAL + E + F + G)							

II. ENROLMENT

	5-11 YR	12-16 YR	17 YR	18 YR	TOTAL	ELEMENTARY	SECONDARY
PROGRAM ENROLMENT, CURRENT YEAR							
PROGRAM ENROLMENT, PREVIOUS YEAR							
CHANGE IN ENROLMENT (+ or - NUMBER)							

III. CONTAINMENT CENTRE PROGRAMS ONLY

	12-16 YR	17 YR	18 YR	TOTAL	SENTENCED	REMANDFS
AVERAGE DAILY COUNT						

IV. SIGNATURES

DISTRICT OFFICIALS		MINISTRY USE ONLY
CERTIFIED CORRECT (SIGNATURE OF SUPERINTENDENT)	CERTIFIED CORRECT (SIGNATURE OF SECRETARY-TREASURER)	APPROVED (SIGNATURE OF EXEC. DIR., SPECIAL ED.)
DATE	DATE	DATE

EDUC. 1008 (84/09)
M-872

SUBMIT BY 30 SEPTEMBER TO: DIVISION OF SPECIAL EDUCATION, MINISTRY OF EDUCATION,
PARLIAMENT BUILDINGS, VICTORIA, B.C., V8V 2M4.

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MINISTRY POLICY

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MINISTRY OF EDUCATION Victoria, B.C.
schools department circular
containing DIRECTIVES, RULINGS, CHANGES
THESE CIRCULARS [illegible] READY REFERENCE [illegible]

Date:
78.08.29
No.58
Schools

AUGUST 1978

POLICY STATEMENT ON THE EDUCATION OF THE VISUALLY IMPAIRED

The Ministry of Education recognizes that every visually impaired child has a right to the appropriate education. While it is the policy of the Ministry of Education that visually impaired children should be educated in their own home district whenever possible, it is apparent that not all visually impaired children can be provided a suitable education in their home school district and some children may, of necessity, have to attend a program in another school district or at a centralized program for the visually impaired.

The Ministry has encouraged and continues to encourage local school districts to provide programs for visually impaired children, within the regular classroom setting. Where there is a need, resource classes for visually impaired children may be established within a local school district or within a regional area. Where numbers do not permit the establishment of local or regional programs, or where special circumstances prevail, the educational placement will be reviewed by the Provincial Coordinator for the Visually Impaired and a recommendation made to the parents, the home school district and to the Special Programs Branch.

A component essential to the establishment of an effective system of delivery of services to visually impaired students in the public schools of British Columbia is the availability of qualified, experienced itinerant teachers who have regular classroom teaching experience and in addition are competent to adapt materials, transcribe into braille and teach the use of many visual aids and technological devices as needed. The expectation of the Ministry of Education is that where special approvals are being granted, teachers who are assigned to the task shall have appropriate qualifications. The Ministry considers it desirable that such teachers have:

(1) A valid B.C. Certificate;
(2) A Master's degree or equivalent diploma in the education of the visually impaired;
(3) Demonstrated skills in human relations and communications.

The Ministry of Education in recognition of the special needs of visually impaired students is improving the present system for the distribution and circulation of specialized instructional and resource materials.

J. L. Canty,
Superintendent,
Administrative Services

JLC:mmc

MINISTRY OF EDUCATION Victoria, B.C.
schools department circular
containing DIRECTIVES, RULINGS, CHANGES
AUGUST, 1978
THESE CIRCULARS SHOULD BE PRESERVED FOR READY REFERENCE - FILED BY DATE SEQUENCE

Date:
78.09.06
No.63
Schools

EDUCATION FOR ALL BRITISH COLUMBIA CHILDREN OF SCHOOL AGE

Section 158 of the Public Schools Act reads in part "The Board of each School District shall, except as otherwise provided in this Act, provide sufficient school accommodation and tuition free of charge, to all children of school age resident in that School District."

Wherever feasible, this educational service shall be delivered by normal method of enrolling the child in a class in a school. However, the Minister recognizes that there are some children whose mental, emotional and/or physical handicaps are so severe that even the provision of the usual educational support services, such as aides, learning assistance and special classes, will not provide an environment in which effective instruction can take place. This circular is a policy statement of the Ministry of Education with respect to this situation.

1. The Ministry of Education will ensure that an educational program is provided for every child of school age, through Boards of School Trustees, as set forth in the Public Schools Act and Regulations.

   1.1 If the child is enrolling in Grade 1 or has attained the age of 15 years, he must be enrolled within two weeks after school opening in September or otherwise comply with the requirements of Section 158 of the Act.

   1.2 Institutionalized children must be presented in person or, in absentia, by parent or guardian to the nearest school. (A list may suffice.)

2. Children who pose no problem to the classroom teacher on the basis of mental or physical handicap will proceed on normal educational patterns in school groupings. The educational services available include:

   2.1 Teacher.

   2.2 Educational support services as available, aides, learning assistance, special classes.

   2.3 Health services as set out in Part V of the Public Schools Act.

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3. If non-educational support personnel are not made available for children who have special needs and require such support, then these children may be excused from attendance in classes and their educational programs provided by:

    3.1 itinerant teachers -

        3.11 in the child's home

        3.12 in hospital or treatment centre

        3.13 in a rehabilitation centre

        3.14 in any other suitable place.

    3.2 Educational service in another School District through an agreement between the Boards.

    3.3 The use of correspondence courses with or without an itinerant teacher's support.

    3.4 Enrolment in the Jericho Hill School.

4. Children with special needs who can benefit will be accepted into class with non-educational support, despite mental or physical handicap, provided that support service as required by the Board is provided by:

    4.1 The child's parents or guardians.

    4.2 An agency or volunteer group.

    4.3 Other ministries.

5. No Board shall be required to enroll pupils whose handicaps are so severe as to appear to render them almost totally dysfunctional or uneducable; these children should be provided with an educational program as set forth in section (3).

6. School Boards are not required to provide non-educational support services from their educational funds.

7. Section 109(5) of the Public Schools Act empowers a teacher to exclude any child whom the teacher suspects is suffering from a physical or mental condition inimical to the health or welfare of the other pupils in the class. The Act specifies procedures to be followed. Where appropriate, the new child-in-crisis procedures should be utilized.

J. L. Canty,
Superintendent,
Administrative Services

JLC:mmc

School Department circular

MINISTRY OF EDUCATION Victoria B.C.

containing DIRECTIVES, RULINGS, CHANGES

THESE CIRCULARS SHOULD BE PRESERVED FOR READY REFERENCE FILED BY DATE SEQUENCE

Date:
79.03.28
R.34

MARCH, 1979

CONTRACTING OUT BY BOARDS

The question of Boards entering into contracts for the provision of various types of service has been a frequent topic of dicsussion and correspondence between various school districts and the Ministry, and also between both Boards and the Ministry and organizations outside the Public School system.

The following is a general statement of Ministry policy on this matter which was developed after the consideration of a number of opinions.

It is necessary to differentiate between "contracting out" and "contracting in." For the purposes of this circular, "contracting out" is considered as a contract by which the Board undertakes to provide service to some agency outside the Public School system. "Contracting in" is considered as a situation in which the Board obtains some service to the district by means of a contract.

Contracting In

The Board has the authority to provide certain types of service by means of a contract as an alternative to employing a person under the provisions of Section 98 (c). The exception is the provision of an instruction/educational service prescribed or authorized by the Ministry or the Board.

Contracting Out

The Ministry finds no support in the Public Schools Act for the practice of contracting out services of the employees of the Board within either the general or specific references in the Act to the powers and duties of Boards of School Trustees, except where required by the Ministry (see Regulation 56 (c)).

Such services sometimes are provided on an "ex-gratia" basis without any contract or other commitment to an agency such as an Indian Band school. The Ministry expresses no specific opinion on this but considers that it could be defended on the grounds of general education concern for the welfare of children resident in the school district and, also, that the children concerned may well, at some future date, transfer into the public schools. However, the Board is under no obligation to provide any such service and the decision remains solely with the Board.

..... 2

However, any services. such as formal inspections and reporting, except by Ministry personnel by agreement with Canada, are not authorized. In addition, it must be recognized that any reports written by such persons in such a situation do not come within the authority of the Public Schools Act and could not, therefore, be considered as having been undertaken under the authority of that Act.

Further, as indicated above, Boards do not have authority, under the Act, to enter into any contractual arrangement for the provision of such services as those of a district librarian, special counsellor, or any other educational or educational support service, to any organization outside the Public School system.

The foregoing does not, in any way, infringe upon the power established in Section 160 for Boards to enter into agreements with other Boards.

J. L. Canty,
Superintendent,
Administrative Services

JLC:bg

(This circular is being distributed only to District Superintendents and Secretary-Treasurers.)

MINISTRY OF EDUCATION Victoria, B.C.
schools department circular
containing DIRECTIVES, RULINGS, CHANGES
THESE CIRCULARS SHOULD BE PRESERVED FOR READY REFERENCE FILED BY DATE SEQUENCE

Date:
79.04.23

No.85
Schools

TOWARDS CLARIFICATION OF THE MINISTRY POSITION ON PROVIDING EDUCATIONAL SERVICES TO HANDICAPPED CHILDREN.

Schools Department Circular 78.09.06 in referring to Section 158 of the Public Schools Act and the requirement for providing accommodation and tuition to all children of school age stated that "wherever feasible, this educational service shall be delivered by the normal method of enrolling the child in a class in a school". This has been interpreted to mean that a policy of "mainstreaming" all children must be followed. It would appear that mainstreaming as an educational practice through which handicapped children are taught in regular classrooms now receives general theoretical support on this continent and elsewhere. What causes controversy are the limitations to be placed or not to be placed on the degree of mainstreaming.

This is not the place to contrast definitions of mainstreaming exceptto say that almost without exception definitions of the practice set boundaries to its application, such as "... mainstreaming is not applicable to all exceptional pupils" (Birch, Jack W. Mainstreaming, page 1) and "Whenever possible and appropriate, handicapped children are to be educated in regular classes with normal children." (Armstrong, Jenny R. in "Focus on Exceptional Children", December, 1976, (Underlining ours) in speaking about the law passed by the United States Congress in 1975). The most frequently quoted restriction applying to mainstreaming is probably that which defines mainstreaming as "providing the most appropriate education for each child in the least restrictive setting". (Underlining ours.)

Such cautionary advice has not stopped some school districts from attempting to mainstream all handicapped children presumably in the belief that they were following the intentions of the Special Programs Branch of the Ministry of Education, Science and Technology.

Three major categories of problems are associated with mainstreaming:

1. Inappropriate mainstreaming may cause problems.

   If teachers feel unqualified to deal with a particular handicap, they will be overwhelmed by its demands. Solutions to this type of problem include:

(1) Providing - following consultation among the District Superintendent of Schools, the Principal, the Supervisor of Special Education, and the Teacher - in-service training for the teacher or teachers in question, designed to establish competency and a sense of assurance.

(2) Hiring professionals or para-professionals with special expertise to assist teachers with their problems.

(3) After appropriate consultation as above, referring the case to the local Children's Committee to ascertain whether other Ministries of Government should assist with the problem through personnel and/or funding.

(4) Providing for the child or children concerned more appropriately than through mainstreaming on the premise that the persistence of the problem has demonstrated that in this situation mainstreaming does not provide the best education nor the "least restrictive environment" for the handicapped child or children affected.

2. Too few children with a particular handicap in a small school district with a dispersed population may cause problems.

The solution in such cases may include:

(1) The development of an I.E.P. (Individual Educational Program) for each of the handicapped children involved. I.E.P.'s are recommended for most handicapped children anyway because of the personalized nature if not of the handicap at least of the severity of it as applied to each child.

(2) Making arrangements with a neighbouring district or districts to provide jointly for the education of handicapped children in low incidence categories. What has to be recognized is that given the priorities of a small district, it may not be possible to justify a specialist teacher to look after one or two pupils. This procedure might be useful to follow anyway as a solitary handicapped child could then enjoy the intellectual stimulation of his peers or at least the companionship of some similarly handicapped children. This is not to deny the desirability of providing an opportunity for a handicapped child to associate with non-handicapped children most of the time.

3. The provision of adequate curricula for the handicapped may present problems.

The philosophy of education as applied to handicapped children is little different from that applicable to non-handicapped children in essentials. The curriculum, however, has to be adapted to the needs of the handicapped. It is clear that the curriculum and the instructional mode for TMR children has to be different from those for EMR children, or the hearing impaired, or the visually impaired, or the learning disabled.

An essential requirement of any curriculum for the hearing impaired, for instance, is to provide for them the language background that most children with adequate hearing bring to school. Nevertheless, the objectives of the core curriculum, so far as is practicable in each case, should apply to handicapped as to non-handicapped children.

Principles governing the integration of handicapped children.

Hereafter, this paper will use the term "integration" instead of "Mainstreaming". Purists will say that there are differences between the meaning of the two terms, but for the purposes of this paper, they will be treated as synonymous in essential respects. "Mainstreaming" as a term has connotations that do not precisely fit the educational scene in British Columbia.

(1) Each school district may reasonably be expected to enrol those handicapped children in a regular classroom for whom a regular classroom provides the best learning environment, with such support services as are necessary provided by the school district, or the Ministry of Education, Science and Technology or some other Ministry of Government, or some combination of the three.

(2) The determination of who should be integrated into a regular classroom will involve subjective judgement as well as the consideration of whatever objective information can be obtained.

(3) Who will be integrated as distinct from who should be integrated will in part be governed by local circumstances. It may not be possible to integrate a child in District A, but perfectly possible to do so in District B.

(4) Whether fully integrated, partially integrated, or not integrated at all, handicapped youngsters should have plenty of opportunity to associate during the school day with non-handicapped children. This is necessary for the well-being of both groups - socially, emotionally and psychologically.

(5) Handicapped children for whom integration for all or part of the time does not provide the best educational environment, or whose handicaps are such that their being in a regular classroom impedes the learning of others should be educated in a separate classroom or resource area where required support services are available.

General

It should be recognized that not all parents of the handicapped want integration for their children. Some believe that their children are happier and progress better in groups of their own peers where they feel unthreatened and comfortable.

Moreover, the wishes of children whose strong preference is to be educated with their handicapped peers should be given consideration although they should not be deprived of healthy inter-action with the non-handicapped.

Sometimes the attitudes of parents and pupils mentioned in the preceding two paragraphs have been caused by merciless teasing, persisting over years, with the result that some handicapped children have suffered from a minority of the non-handicapped. It is important that all school staffs should recognize that such teasing can occur no matter how few pupils engage in it, and that they should do what they can to encourage the non-handicapped to respect and support the handicapped.

Funding

What has been said about mainstreaming in the foregoing should not be interpreted as intending to reduce or eliminate special funding. However, the Ministry does need to have a justification for delivering educational programs through the special approvals provisions.

Now, the education of most handicapped children is assisted financially by the Ministry of Education, Science and Technology, first through the process of contributing to the cost of education of any child; second, through the special approvals system of the Ministry, operated through the Special Programs Branch.

Evaluation

By whatever means a school district organizes and conducts the education of the handicapped, it should ensure that all its educational practices are evaluated systematically and periodically to the end that the best possible provision for the handicapped will emerge.

Summary

WHAT THIS PAPER RECOMMENDS AS PRACTICE IN THE SCHOOLS OF BRITISH COLUMBIA IS A RATIONAL AND FLEXIBLE ECLECTICISM IN PROVIDING FOR THE HANDICAPPED, ACCEPTING NO SINGLE THEORY OR PROCESS AS A PANACEA FOR ALL NEEDS.

J. L. Canty,
Superintendent,
Administrative Services.

BGW/bv

schools
MINISTRY OF EDUCATION, Victoria, B.C.
department circular

containing DIRECTIVES, RULINGS, CHANGES

THESE CIRCULARS SHOULD BE PRESERVED FOR READY REFERENCE FILED BY DATE SEQUENCE

Date:

79.09.26

R.44

SEPTEMBER, 1979

Support Services - Severely Handicapped Children

The Ministry of Education, Science and Technology is pleased to announce that additional funds for the 1979-80 school year have been made available to the Ministry of Human Resources in order to provide essential support services of a non-professional nature to those children requiring help with personal care and management in a school setting (i.e. feeding, mobility, medication, toileting, dressing).

It is intended that the application of such funding will be in line with recent statements released by the Ministry of Education, Science and Technology regarding the education for all British Columbia children of school age.[1]

Initial funding is primarily intended to assist school districts to provide direct-care support services to multiply-handicapped or severely handicapped children of school age who can benefit from the basic education program as prescribed by the provincial government and who are not presently enrolled in school-based programs because of the lack of essential support services.

Funding will be available to Boards of School Trustees on a contractual basis. That is, upon gaining Ministry approval, school districts may contract with the Ministry of Human Resources for the provision of specified support services according to the procedures set out below.

While initial funding is not intended for the provision of essential support services already put in place by either party to the contractual agreement, school districts should be aware that the Ministry is actively involved with the Ministries of Health and Human Resources in conducting a Provincial research project/study on the whole question of services to handicapped children. Once an accurate picture is gained from such a study (including cost implications) the Ministries to Health, Education and Human Resources will be attempting to put forward a proposal to Government with a view to gaining approval and necessary funding for the provision of necessary support services to handicapped children throughout the Province.

---

1. *Please refer to Schools Department Circular #63 (78.09.06) "Education For All British Columbia Children Of School Age".*

1. *Refer also to "Education of the Handicapped - A Policy Statement By The Ministries of Education, Health and Human Resources" (November 1978).*

1. *Refer to Ministry of Education, Science and Technology News Release (78.11.16). "New System to Support Handicapped Children".*

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Procedures for Contracting Services

1. *School District and Local Ministry of Human Resources Personnel and Local Ministry of Health Personnel Identify Needs.*

1.1 *Priority must be given to those children who can benefit from the basic education program as prescribed by the provincial government and who are excluded, from an education in a school setting because of an absence of essential support services. These support services are specifically for children requiring help with personal care and management (i.e. feeding, mobility, medication, toileting, dressing) in a school setting.*

1.2 *It must be recognized when identifying needs that there are some children whose mental, emotional and/or physical handicaps are so severe that even the provision of the usual support services will not provide an environment in which effective learning can take place.*

1.3 *School Districts should follow the statements and directives set out in the Ministry Circular (No. 63 - Schools Department) and News Releases referred to above when considering the provision of essential support services.*

1.4 *School Districts must ensure that thorough screening of all referrals takes place prior to the contracting process.*

1.4.1 *A District Screening Committee should be formed and should consist of personnel from the school district, the Ministry of Human Resources, the Ministry of Health and where appropriate, personnel from other outside agencies working with the child and his/her family.*

1.4.2 *Parents/Guardians should be involved, where appropriate, in the screening-placement process.*

1.4.3. *In cases of mental retardation, care should be taken to follow the procedures set out in the Public Schools Act Regulations (105 (160 (1))*

1.5 *Once needs are determined and specific children are identified, the school district, in consultation with local Ministry of Human Resources personnel and local Ministry of Health personnel, develops an educational program which includes an essential support service component.*

. . . 3

1.5.1 *Programs will normally involve groups of four (minimum) to twenty (maximum) children. However, circumstances may require support to groups with less than the minimum or more than the maximum. Negotiations on such matters should occur between the school district and the Regional Manager of the Ministry of Human Resources and will depend upon resource monies available.*

1.5.2 *The essential support services component must define the nature of the support services and the appropriate Ministry responsible for delivering services.*

1.5.3 *The Programs (all components) must have specified goals and objectives and must indicate the methods for program evaluation.*

1.5.4 *Individual Educational Programs (including essential support services) must be developed for each child and must set out clearly both short and long-term goals.*

1.5.5 *Parents must be involved during all phases of the decision-making process as it affects their children.*

1.5.6 *The Programs must be described (both educational and non-educational components).*

1.5.7 *The Programs must indicate a process for evaluation and must have entry and exit criteria defined. This information should be shared with the Ministry of Human Resources.*

1.5.8 *Position descriptions must be developed for all personnel involved in the program and must clearly define functions in detail and designate reporting relationships.*

1.5.9 *Program Descriptions should be appended with categories and levels for salary purposes for the non-educational support personnel (sections of the existing union pay schedules for auxiliary employees).*

1.6 *At this point, Proposed Program and Contracting Procedures could be discussed with the Local Inter-Ministry Children's Committee (optional).*

2. *School District And Regional Ministry Of Human Resources Personnel Develop A Two-Party Contract According To A Set Format (Approved).*

2.1 *Contract must stipulate the "Parties To The Agreement".*

2.2 *Contract sets out clearly the services to be performed or provided.*

2.3 *Contract includes "schedules" which include all program information required above.*

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2.4 *Contract stipulates that non-educational support personnel provided are to be considered employees of the school district and shall receive salary and benefits commensurate with existing non-educational support personnel in the school district.*

2.5 *Contract must stipulate the "time period" contract is in effect.*

2.6 *Contract must stipulate schedules of payment to the school district.*

2.7 *Contract must stipulate the amount of money contracted, for services rendered.*

2.8 *Contract should stipulate that Evaluation Processes and Evaluation Reports (Program) should be submitted to the Ministry of Human Resources for information.*

2.9 *Contract must bear the signatures of the school district signing authority (according to Board By-Laws), Ministry of Education, Science and Technology designated official (Program Superintendent, Special Programs Branch) and the Regional Manager of the Ministry of Human Resources.*

** *It may be appropriate prior to finalizing contract to discuss it at the Regional Inter-Ministry Children's Committee (optional).*

3. *Approval of Contracts*

3.1 *Initial Approval must occur at the local level. School Districts must send contracts to the Ministry of Education, Science and Technology for prior approval then forward contracts to the Regional Manager of the Ministry of Human Resources for final approval.*

4. *Appendix*

4.1 *The attached sample contract-agreement (with procedures) has been developed for this new program. School Districts should consult with local Ministry of Human Resources personnel in this regard.*

WD/mej
Enclosure

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Schools department circular

containing DIRECTIVES, RULINGS, CHANGES

THESE CIRCULARS SHOULD BE PRESERVED FOR READY REFERENCE FILED BY DATE SEQUENCE

Date:
79.10.22
No. 100
Schools

OCTOBER, 1979

POLICY STATEMENT ON THE EDUCATION OF HEARING IMPAIRED CHILDREN

The Ministry of Education, Science and Technology recognizes that every hearing impaired child has a right to an appropriate education. While it is the Policy of the Ministry that hearing impaired children should be educated as close to home as possible, it is evident that not all hearing impaired children can be provided with a suitable education in their home district. Some children may be referred to a program in another school district or to the Provincial School for the Deaf.

The Ministry has encouraged and continues to encourage local school districts to provide programs for children with hearing impairments including those with mild to moderate hearing losses. Where there is a need for children with moderate to profound hearing losses, resource rooms, special classes and programs may be provided within a local school district or a regional area. Where numbers do not permit the establishment of local or regional programs, or where special circumstances prevail, the educational placement will be reviewed by the Provincial Educational Review Committee for the Hearing Impaired and a recommendation made to the home school district. Such recommendations may include referral to another school district having an appropriate program or to Jericho Hill Provincial School for the Deaf.

A component essential to the establishment of an effective system of delivery of services to hearing impaired students in the schools of British Columbia is the availability of qualified teachers of the deaf. The requirement of the Ministry of Education, Science and Technology is that where funding is being provided or special approvals are being granted, teachers shall have appropriate qualifications.

The Ministry defines these as:

1) Valid B.C. Teaching Certificate.
2) Masters degree or equivalent diploma in the education of the hearing impaired.

It is expected that for each child the most suitable curriculum and communication method will be used. In all programs appropriate support services, qualified personnel and specialized equipment must be provided.

W. L. Hawker,
Senior Superintendent,
Administrative Services.

WD:jpw

Schools
Department circular

—containing DIRECTIVES, RULINGS, CHANGES

THESE CIRCULARS SHOULD BE PRESERVED FOR READY REFERENCE FILED BY DATE SEQUENCE

Date:
79.10.24
No.102
Schools

OCTOBER, 1979

POLICY STATEMENT ON INDIAN EDUCATION

Preamble

For a number of years the Ministry of Education and school districts, in consultation with native Indians, have been applying themselves to meet the special learning and cultural needs of the native Indian child in the public schools. The scope of activities in this regard has been growing.

Areas of particular concern have emerged during this period which include the under-achievement and "dropping-out" of native Indian students and the implications of this fact for the school's programs; special program emphasis; the place of curriculum about native Indian people in the over-all B.C. curriculum; as well as the place of native Indian para-professional workers in the schools.

The Ministry believes it is an appropriate time to issue a policy statement reaffirming its commitment to achieving parity for native Indian children in the public schools and clarifying areas of initiative and emphasis in the provincial Indian Education program.

It should be stressed that this is a working policy statement. In view of rapid and significant developments, it is expected that policy will evolve and statements will change from time to time. Advice on policy is always welcome.

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THE POLICY

The Public Schools Act provides a mandate to the Ministry of Education, Science and Technology to deliver educational services through provincial public school districts to all school-age children which includes all native Indian children (Section 158:1). For public school purposes, native Indian means all children of Indian ancestry - status, non-status and Metis - and all native Indian children have equal and universal access to the public schools of the province irrespective of tuition support for some Indian children by the federal government.

1. The Ministry recognizes that native Indian children have not achieved to their full potential within the public schools and therefore considers the goal of parity for native Indian children to be a priority concern. Parity as a goal means that through regular and special-needs education programs Indian children will in time reach this potential and that their culture, history and contemporary life will be adequately reflected in the over-all curriculum of the public schools.

2. The Ministry is committed to the development and implementation of programs in Indian Education when such programs are consistent with the goals of the B.C. Core Curriculum and the aspirations of the Indian people to achieve parity and to maintain their cultural integrity.

3. The Ministry encourages the participation of native Indian people in public education, including their membership on school boards, as administrators and teachers, as paraprofessional workers and as parents and students. The Ministry especially encourages the involvement of the native Indian community in the creation of locally-developed Native Indian courses and materials about their own people for the benefit of all children.

4. The Ministry believes that adequate consultation should take place between school districts and native Indian status and non-status education groups regarding programs for native Indian people.

5. The Ministry encourages the recruitment of increased numbers of native Indian teachers. Also, through in-service activities, the Ministry will also endeavor, in co-operation with school districts, to increase the competence of teachers in inter-cultural settings.

6. The Ministry supports the active recruitment of native Indian language and culture specialists, teacher-aides and home-school liaison workers to work in school districts, and also supports the continuous upgrading of these positions through training programs to a recognized status whenever possible.

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7. The Ministry supports the preservation of native languages through the use of the public schools to teach these languages and, where a native language is the language of dominance for a significant group of native children in a school or school district, the Ministry supports the development and implementation of bilingual-bicultural programs, thereby allowing a student to become proficient in two languages and two cultures.

8. The Ministry recognizes that "dropping out" is a serious problem among native Indian students and supports the provision of preventative programs aimed at keeping the native student in the mainstream. It also supports alternative programs which prepare the native student for re-entry into the mainstream school program or provide pre-employment and pre-vocational training so that the school leaver is given preparation for the work-place. It is understood that the Indian community or other Indian setting may be the appropriate location for alternative programs.

9. The Ministry and school districts will endeavour to provide assistance through consulting services and instructional materials to a band or group of bands who exercise the option available to them to establish separate community-controlled schools outside the framework of the Public Schools Act. The Ministry will assist native Indian students moving from an independent school to a public school or vice versa. However, the Ministry will not provide financial assistance to status Indian students attending such schools.

10. The Ministry recognizes that aspects of Indian education go beyond its exclusive jurisdiction and will endeavour to work and co-operate with other provincial and federal agencies to meet the needs of the native Indian community.

W.L. Hawker
Senior Superintendent
Administrative Services

SA/pt

Province of
British Columbia
Ministry of
Education

Schools Department Circular

R60 | 80.09.04

Administration of Medications

FOR IMMEDIATE ATTENTION. File in Sequence.

DISTRIBUTION: Secretary-Treasurers
District Superintendents of Schools
Ministry Officials

NATURE OF CIRCULAR: Advisory

This circular indicates, for the guidance of all boards and teachers, the policy the Ministry feels should be in effect in each district with respect to the supervision or administration of the taking of medications by students while actually attending school.

The Ministry is aware of a legitimate concern on the part of teachers who are involved in the administration of medications to children, either directly or by supervising self-administration.

Consultation with staff in the Ministry of the Attorney-General, I.C.B.C., and the Registrar of the College of Physicians and Surgeons has indicated that the policy offers appropriate guidance to teachers so that the health of the children will be protected and the concern of the teachers alleviated.

RECOMMENDED POLICY

EXCEPT IN EMERGENCY SITUATIONS, teachers should administer (or supervise the self-administration of) medications to pupils only if the following conditions are met:

1. The medication is required while the child is attending school.
2. A parent has requested the school's assistance and has signed a release concerning administration by the teacher.
3. Written authorization has been received from an attending physician.
4. The Public Health Nurse has been informed so that she may complete a Medic Alert Card.
5. The teacher has received adequate instructions from the Public Health Nurse concerning the administration of the medication.

SPECIAL NOTES:

1. To teachers:

Teachers should be aware that they have a "duty of care" under common law. If, therefore, a teacher is aware that a medication must be administered while a child is in school, he should take immediate steps to implement the above procedures. Until these can be arranged, medications should not

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be administered by teachers even though this may result in a child being absent from school for a few days. The parents should be informed, if necessary, that the school cannot accept this responsibility, in the interests of the health and safety of the child, until proper arrangements are made for whatever medical authorization, instructions, and supervision are required.

2. To superintendents:

The Ministry suggests that you place the foregoing policy in effect as an administrative directive until your board can consider a policy resolution. You may wish to distribute copies of this circular to all schools with such a directive.

J.L. Canty
Senior Superintendent
Legislative Services

JLC:mg

Province of
British Columbia
Ministry of
Education

Schools Department Circular

R68 | 80.10.31

Contracting by Boards

FOR IMMEDIATE ATTENTION. File In Sequence.

OCTOBER, 1980

DISTRIBUTION: District Superintendents of Schools
Secretary-Treasurers
Ministry Officials

NATURE OF CIRCULAR: Advisory - supplementary to Circular R34

Circular R34 contained the following:

> Contracting In
>
> The Board has the authority to provide certain types of service by means of a contract as an alternative to employing a person under the provisions of Section 89 (c). The exception is the provision of an instruction/educational service prescribed or authorized by the Ministry or the Board.

Since the issuance of that circular we have considered two independent legal opinions, both of which agree that each board is under an obligation, because of sections 119(1) and 155 (1) of the School Act, to carry out its duty and obligation to provide instruction to pupils in its schools through teachers employed by it for that purpose, and does not have the authority to carry out that duty and obligation through persons engaged by others.

We are issuing this further advice because, recently, several districts have discussed this latter procedure with us.

Enquiries concerning this circular should be addressed to:

Mr. Wayne Desharnais
Program Superintendent
Special Programs Branch
Division of Public Instruction

JLC:mg

Province of
British Columbia
Ministry of
Education

Schools Department Circular

R70 | 81.06.01

JOINT STATEMENT

FOR IMMEDIATE ATTENTION. File in Sequence.

JUNE, 1981

ISSN 0225-4158

DISTRIBUTION: Secretary-Treasurers
Superintendents of Schools
Ministry Officials

RE: JOINT STATEMENT ON COORDINATION OF SERVICE NETWORKS FOR YOUTH WITH BEHAVIOUR PROBLEMS

Attached is a joint statement which is being distributed simultaneously by the Ministries of Education, Attorney-General, Health and Human Resources.

/mg

DEVELOPING COORDINATED YOUTH SERVICES - The development of coordinated youth service networks for children with severe behaviour problems is to take into account the following:

1. The four Ministries are to plan a network of youth service in order to ensure that a full range is available. Where a specialized resource is required that does not justify a local resource due to insufficient numbers of children requiring it, the field staff in the Ministries are to plan regional or area resources that encompass several communities, school districts or regions. Each Ministry will identify any portion of the network for which it will be responsible.

2. When assisting a child, all possible effort will be made to assist that child within his own family unit rather than attempting to remove the child to a residential care facility.

3. Where more than one Ministry is involved in providing service to a child with special service needs, or in providing services to that child's family or foster family, staff in these Ministries will share their plans and service delivery programs for such clients to ensure that the services and planning are as complete as possible and well coordinated. One Ministry will not terminate or withdraw such services without adequate advance notice.

4. Staff in all Ministries when assisting a child with severe behaviour problems are to concentrate on diverting the child from the court system where appropriate.

5. When it is necessary to bring a child before a Judge of the Provincial Court pursuant to the Family and Child Service Act or Juvenile Delinquent Act, staff involved shall always ensure that there is a well coordinated plan of action proposed to the Judge. No Ministry will propose to a Judge a plan of action for a child that involves another Ministry without that plan of action being negotiated with all parties involved. And, all parties required to become involved in planning, will enter into the planning with the object of developing the best plans of action that are in the child's and society's best interests. Any plan of action proposed to a Judge must be practical and available. Where a local community resource is not available due to the child's unique needs, a regional or Provincial resource designated for serving these unique needs is to be used.

6. Where a child needs "security" in order to receive treatment, the preferred form of security is through effective staff in sufficient numbers, 24 hours per day if necessary, using interpersonal relationship skills and behaviour modification skills. Attempting to hold a child by means of physical security is not a feature of any child care resource other than for some of the Attorney General's Containment Centres and some of the cottages to be opened at the Maples in the fall of 1981.

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Province of
British Columbia

MEMORANDUM

To MINISTRY STAFF, MINISTRIES OF THE ATTORNEY GENERAL, EDUCATION, HEALTH AND HUMAN RESOURCES

Date June 1, 1981

RE: COORDINATION OF SERVICE NETWORKS FOR YOUTH WITH BEHAVIOUR PROBLEMS

BACKGROUND - Throughout the Province, a large number of special services for children with severe behaviour problems, have been developed by the Ministries of the Attorney General, Education, Health and Human Resources. These programs range from special education services to containment, residential care, child counselling services and mental health services at a cost of several millions of dollars. The children include those who have destructive or violent behaviour, or who are a danger to themselves or to society.

In a continuing effort to ensure that appropriate resources exist for such children throughout the Province, the Ministry of Health is expected to open additional facilities in the fall of 1981 at the Maples. The additional facilities are for children requiring secure residential care while undergoing treatment. In addition, the Ministry of Human Resources is developing 5 intensive child care resource units for children with the most severe behaviour problems.

THE TASK - Notwithstanding the current number of specialized services already developed for children with unique needs due to their behaviour, all of the Ministries' services for these children must be well coordinated if they are to be efficient and effective. With this need for service coordination in mind, Local, Regional and Provincial Inter Ministry Children's Committees, using current resources and budgets are asked to assist in the development of coordinated youth service networks at the Local, Regional and Provincial levels of operation.

Where significant gaps in present networks have been clearly identified, the Ministries' staff are asked to examine, and to develop where feasible, appropriate means to provide the necessary service. Given the economic conditions, additional resources will not be readily available. Any new developmental request that may be considered in the future will obviously require careful planning, with the need well documented and alternatives carefully weighed.

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7. Where a Judge is asked to consider a containment unit for a child, pursuant to the CORRECTION ACT R.S.B.C. 1979, such a proposal should not be made for a child who is mentally ill or in need of mental health or psychiatric services.

The only time that staff are to recommend to a Judge to have a child sent to one of the Province's CONTAINMENT CENTRES (designated as such by the Lieutenant Governor in Council), is when the child:

a) is age 14 years of age or older, and
b) is adjudged by the court under the Juvenile Delinquents Act to be a juvenile delinquent by reason of an offense for which an adult committing the offense would be liable to imprisonment for more than 2 years, and
c) is deemed by the Ministries' staff to be unsuitable for inclusion in any other program for youths operated by the B.C. Corrections Branch or by the Ministries of Health or Human Resources.

8. Any resource developed or planned should have flexible useage in order to avoid being "locked into" a facility that is later deemed as inappropriate.

9. Staff should be able to demonstrate the effectiveness of any plan or program established to help youth who are experiencing severe behaviour disorders.

10. Resources for youth services may have to be planned using only locally available resource people. For example, planning a resource to include psychiatric services may be very unrealistic for some parts of the Province. Even with extensive National advertising, few psychiatrists are available for practise in most parts of the Province, and of those that are, relatively few have a special interest in devoting their time to youth, and of those that are interested, they are only able to provide a few hours per week or month consultation services to staff delivering the service.

11. Where children are referred to Provincial child care resources such as a containment centre or the Maples, or to an area resource such as an Intensive Child Care Resource Unit, local staff must develop the child's discharge plan, preferably even before the child enters the Provincial or area resource. Local staff are required to work very closely with the child sent to a regional or area resource and with staff in those facilities, in order to ensure that the child is able to re-enter his own community as quickly as possible and in order to ensure the success of the services used to help the child.

THE PROCESS - The local, regional and Provincial Inter Ministry Children's Committees are requested to each complete a report concerning their respective geographic areas of responsibility. The report is to describe:

a) current networks that exist at the local, or regional or provincial levels;
b) any significant gaps in service, the extent of these gaps in terms of numbers of youth and type of problem for which a service needs to be developed, and the plan of action recommended to meet the service need;
c) problems experienced in coordinating services for youth with behaviour problems, and recommended methods for addressing the issues.

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An interim report on the foregoing is to be provided no later than October 31, 1981 and a completed report is to be ready no later than March 31, 1982. All interim and final reports are to be forwarded to the Provincial I.M.C.C. which will prepare a collation and summary for review by the undersigned.

Richard H. Vogel
Deputy Minister, Attorney General

B G Robinson
Commissioner of Corrections

R J Carter
Deputy Minister, Education

Deputy Minister, Health

John Noble
Deputy Minister, Human Resources

Province of
British Columbia
Ministry of
Education

Schools Department Circular

R73 | 81.08.28

ADMISSION OF NON-CANADIAN STUDENTS

FOR IMMEDIATE ATTENTION. File in Sequence.

ISSN 0225 4158

AUGUST, 1981

DISTRIBUTION: District Superintendents
Secretary Treasurers
Ministry Officials

Circular R.46, issued 79.11.27, should be read in conjunction with this circular.

We have been advised by Employment and Immigration Canada that immigration regulations only require a letter of acceptance from an educational institution for the issuance of a student visa, and that it is "not possible for us to superimpose a further requirement of approval by the superintendent of the school district."

It is obvious, then, that if a district wishes to have only the superintendent or other designated officials (who must also be qualified to sign under immigration regulations) approve such admissions, the district must establish and enforce policy and regulations to this effect.

As indicated in circular R.46, it is the view of the ministry that our public schools exist for the education of children resident in British Columbia. In general, therefore, we should not encourage other children to enrol in our schools.

Final authority in this matter is vested in boards of school trustees. However, and it is also the view of the ministry, there should be a general policy.

The foregoing does not represent any change in the agreement between British Columbia and Canada, but is simply a clarification of the position and powers of employment and immigration in Canada.

Enquiries concerning this circular should be addressed to:

Mr. J.L. Canty
Executive Director
Deputy Minister's Office
Room 336, Douglas Building
Victoria, British Columbia
V8V 1X4 Telephone: 387-1479

JLC/mg

Province of British Columbia
Ministry of Education

175 | 83.01.26

Schools Department Circular

CHILD ABUSE INVESTIGATIONS IN SCHOOLS

FOR IMMEDIATE ATTENTION. File in Sequence.

JANUARY, 1983

ISSN 0225 4158

DISTRIBUTION: GENERAL

Preamble

There has been considerable confusion and some conflict arising between school district and Ministry of Human Resources personnel with regard to responsibilities and procedures involved in child abuse investigations. The Family and Child Service Act (1980) strengthens the powers of access and apprehension of the Superintendent of Family and Child Service and this is reflected in this policy and procedures.

The next revision of the Administrative Handbook will contain this revised policy and procedures.

Responsibilities

The legal duties and responsibilities respecting a child in need of protection are governed by the provisions of the provincial Family and Child Service Act. The Act is administered by the Ministry of Human Resources and the Deputy Minister of that Ministry has been designated the Superintendent of Family and Child Service under the Act.

Every person who has reasonable grounds to believe that a child is in need of protection is required, by section 7 (1) of the Family and Child Service Act, to report the circumstances immediately to the Superintendent of Family and Child Services or to a person designated by the Superintendent to receive such reports. This responsibility is not discharged by a teacher reporting to any person other than a delegate of the Superintendent of Family and Child Service.

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The Act also exempts from liability any person making such a report unless he makes it maliciously or without reasonable grounds for his belief. Failure to report to the Superintendent of Family and Child Service is an offence under the Act.

In allegations of serious physical or sexual abuse, Ministry of Human Resources policy requires the investigating social worker to report the allegations to the police.

Investigation of complaints that a child may be in need of protection is the responsibility of the Superintendent under section 8 of the Family and Child Service Act. This responsibility cannot be assumed by school district or public health personnel although in many cases the investigating social worker will request the cooperation or information from other personnel with knowledge of the situation.

Procedures

1. Allegations that a Child has been Abused or Neglected by a Parent/Guardian

1.1 The investigation will be initiated by a request to the principal for his assistance in the investigation. Principals are required to allow the investigating social workers and, if necessary, the police to interview the child in the school when this is requested. Section 8 of the Family and Child Service Act provides for a representative of the Superintendent of Family and Child Service to obtain a warrant if any person refuses access to a child.

The school is a safe, neutral environment in which to conduct interviews which are often sensitive in nature and it is for this reason that social workers may choose the school as the site for interviewing a child. It is expected that the principal will advise the investigating social worker of any information he/she may have which might make this inadvisable. It is assumed that the communication between all professional staff will be conducted in a professional manner.

1.2 Principals should not contact parents when they are informed that an investigation is taking place, unless specifically asked to do so by the investigating social worker. The responsibility for contact with the parents of the child who is allegedly abused or neglected rests with the investigating social worker.

1.3 Principals and/or teachers should not insist on being present when the child is interviewed. This situation is not parallel to that in which police officers interview children in the course of investigating an alleged offence by the child. In that case the principal or teacher is acting "in loco parentis" to ensure the protection of the child's rights. A social worker investigating child abuse is carrying out the legislative mandate for the protection of children; this includes the power to apprehend children if necessary. Section 9 of the Family and Child Service Act permits a representative of the Superintendent of Family and Child Service to apprehend a child in any location, including a school.

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2. Allegations that a Child has been Abused by School District Personnel

Allegation of child abuse by school district personnel is usually dealt with as an issue of standard of practice by the Board of School Trustees through the Superintendent of Schools and therefore, would not normally give rise to an investigation and/or apprehension under the Family and Child Service Act. However, such allegations may give rise to one or more of the following proceedings:

a) An investigation by the Superintendent of Schools and action by the School Board under the provisions of the School Act.

b) Criminal proceedings against the staff member involved.

c) Civil proceedings against the staff member involved (e.g. claiming civil damages for assault).

2.1 Physical and/or Emotional Abuse

2.1.1 Where a report is received alleging physical or emotional abuse of a child by a teacher or other school staff, the person receiving the report (if other than a social worker in the Ministry of Human Resources) will immediately report to the Ministry of Human Resources District Office as required by Section 7, Family and Child Service Act. The Ministry of Human Resources social worker will immediately advise the Superintendent of Schools.

2.1.2 The Superintendent of Schools or his delegate will conduct an investigation of the circumstances and take appropriate remedial action, and will inform the Ministry of Human Resources of the steps taken.

2.1.3 The Ministry of Human Resources may assist in the investigation at the request of the Superintendent of schools.

2.1.4 The Board of School Trustees has the power to suspend and subsequently dismiss a teacher on the grounds of misconduct if this is warranted by the circumstances. (School Act, section 122)

2.2 Sexual Abuse

2.2.1 When a report is received concerning the sexual abuse of a child in a school by school district personnel, the person receiving the report will immediately notify a social worker in the local office of the Ministry of Human Resources who, in turn, will immediately advise the Superintendent of Schools.

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2.2.2 The social worker will immediately consult with the police and agree on a joint strategy to interview the child, the parents and any other sources (e.g. doctor) necessary to determine whether there are grounds for further investigation.

2.2.3 If the preliminary investigation indicates that the report is unfounded, no further action is required.

2.2.4 If the need for further investigation is indicated, the social worker will report to the Superintendent of Schools. The police may proceed independently according to their mandate under the Criminal Code and Police Act but will be requested to meet with the Superintendent of Schools and the social worker involved before pursuing further investigation (e.g. interviewing any school personnel). This meeting would be for the purpose of clarifying roles and facilitating the police investigation on school premises.

2.2.5 Further investigation will be undertaken jointly by the social worker, the police officer and the Superintendent of Schools, or by the social worker independently according to the plan mutually agreed between the social worker, police officer and the Superintendent of Schools.

2.2.6 The social worker and/or police will advise the Superintendent of Schools of the results of the investigation and will include only sufficient relevant information to enable the Board of School Trustees to take apprpriate remedial and/or disciplinary action, whether or not criminal charges also result.

2.2.7 The Ministry of Human Resources will be responsible for any service required by the family or the child.

Attached are the relevant sections of the Family and Child Service Act.

John Noble, Deputy Minister
Ministry of Human Resources

R. J. Carter, Deputy Minister
Ministry of Education

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Excerpts from Family and Child Service Act (1980)

Duty to report

7. (1) A person who has reasonable grounds to believe that a child is in need of protection shall forthwith report the circumstances to the superintendent or a person designated by the superintendent to receive such reports.

(2) The duty under subsection (1) overrides a claim of confidentiality or privilege by a person following any occupation or profession, except a claim founded on a solicitor and client relationship.

(3) No action lies against a person making a report under this section unless he makes it maliciously or without reasonable grounds for his belief.

(4) A person who contravenes subsection (1) commits an offence.

Right of entry to investigate certain complaints

8. Where the superintendent has received a report that a child is in need of protection he shall investigate the circumstances, and if the parent or any other person refuses to allow the superintendent to have access to the child, the superintendent may apply ex parte to a judge in person or by telephone for a warrant authorizing him to enter and search a place specified in the warrant in order to investigate whether the child is in need of protection, and the judge may issue the warrant on being satisfied that access to the child is necessary to the investigation.

Apprehending a child

9. (1) Where the superintendent considers that a child is in need of protection, he may, without warrant, apprehend the child.

(2) Where any person refuses to allow the superintendent to enter the property to apprehend a child under subsection (1), the superintendent may apply ex parte in person or by telephone to a judge for a warrant authorizing the superintendent to enter the property, and the judge may issue the warrant on being satisfied that a request to enter the property for the purpose of apprehending the child was denied, and the superintendent may, on receipt of the warrant, enter the property and apprehend the child.

(3) Where the superintendent or a police officer has reason to believe that

(a) a child is in need of protection, and

(b) the child is in immediate physical danger,

he may, without warrant, enter any premises, using force if necessary and, where he considers it necessary to do so, apprehend the child and remove him to a place of safety.

(4) Where a police officer apprehends a child under subsection (3), he shall immediately report the matter to the superintendent, and the superintendent shall assume custody of the child.

(5) Where a child has been apprehended and before a report is presented to the court under section 11, the superintendent may, if satisfied that continued custody is unnecessary, return the child to the parent apparently entitled to custody.

BEST COPY AVAILABLE

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Enquiries concerning this circular should be addressed to:

MARILYN EPSTEIN
DIVISION OF SPECIAL EDUCATION
MINISTRY OF EDUCATION
7451 ELMBRIDGE WAY
RICHMOND, B.C.
V6X 1B8

278-3433

This circular has the effect of cancelling R51, 80-04-30 and 106, 79-11-29.

ME/elb

Province of
British Columbia
Ministry of
Education

Ministry Policy Circular

83.03.30

POST-SECONDARY DEPARTMENT - POLICIES AND PROCEDURES
effective 82.03.22

DISTRIBUTION: General

A MINISTERIAL POLICY ON THE PROVISION OF ADULT BASIC EDUCATION PROGRAMS INCLUDING ENGLISH LANGUAGE TRAINING IN THE PUBLIC EDUCATION SYSTEM OF BRITISH COLUMBIA

Policy

The Ministry of Education recognizes that it has a responsibility to foster learning opportunities for adults in British Columbia who have not had the opportunity to develop some or all of those skills required to function successfully in Canadian society. It is the policy of the Ministry to provide, to adult citizens and landed immigrants residing in the province, reasonable access to high quality adult basic education programs.

Ministry Responsibilities

To assist the educational institutions in discharging their responsibilities the Ministry will:

1. Coordinate programs on a province-wide basis.
2. Develop curriculum resources and a Provincial Resource Centre
3. Encourage and support the development and evaluation of innovative programs and methods of delivery to meet identified local needs.
4. Facilitate program evaluation and needs assessment by developing and maintaining such data and records as are required.
5. Coordinate province-wide provision of the General Educational Development examination.

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And subject to the Legislature approving funds:

6. Provide equitable financial support for programs throughout the province, recognizing geographic, demographic, and socio-economic factors.

7. Provide funding for support services such as libraries, counselling, administration, and assessment of learning disabilities.

8. Provide funding to assist institutions with professional development.

Participation in adult basic education programs frequently has been precluded by social and economic barriers. In an attempt to overcome such barriers and to enhance access to adult basic education, the Ministry will:

1. Provide financial assistance programs for those part-time and full-time adult basic education students who require such assistance.

2. Cooperate with appropriate federal and provincial agencies in developing a coordinated system of income support to eliminate financial barriers to adult basic education.

3. Cooperate with the Ministry of Human Resources in facilitating the provision of child care services for students who require such services.

4. Encourage cooperation with and among appropriate federal, provincial and local agencies and institutions which have a role in the provision of adult basic education (e.g. Canada Employment and Immigration Commission, Libraries, Corrections, Community Vocational Rehabilitation Services).

Institutional Responsibilities

All regions of British Columbia have significant proportions of the population that require or would benefit from adult basic education programs. The responsibility for the development, administration and delivery of adult basic education programs rests with the colleges, the institutes and the public schools. To ensure that a wide range of adult basic education programs and services are available to local communities, institutions are responsible for developing a co-operative, co-ordinated approach. The Ministry of Education shall provide administrative support and financial allocation, subject to the Legislature approving funds, to ensure that institutions have the capacity to fulfill the responsibilities outlined in the statement.

Definitions

The Ministry of Education will facilitate the provision of programs commonly referred to under the umbrella term 'adult basic education'. The definition of "basic education" for youth, schooling up to grade 12 level, is accepted as "basic education" for adults.

Adult basic education programs are grouped, for purposes of this statement, into four categories based on their educational goals.

1. Basic Literacy:

   programs designed to provide adults with skills in learning, reading, writing, spelling, listening, speaking, and computation, to the grade 8 level, together with the coping and interpersonal skills that will assist adults to deal adequately with real life situations.

2. Academic Upgrading:

   programs designed to provide the prerequisite skills and certification required by adults to achieve their personal or career goals (e.g. adult secondary school completion, College Preparation or Foundations).

3. Pre-Vocational:

   programs designed to facilitate adult entry or re-entry into the labour force or vocational training e.g. Basic Employment Skills Training, Basic Training for Skills Development, Employment Orientation for Women).

4. English Language Training:

   programs designed to provide non-English speaking adults with sufficient skills in English language, citizenship and cultural comprehension to participate effectively as citizens, workers, parents, and learners.

A high school completion certificate may be obtained upon successful completion of a program approved by a superintendent of schools and delivered through a local school district, a college, the Correspondence Branch or the Open Learning Institute. The only grade 12 equivalency program for which the Ministry issues a certificate is the General Educational Development (G.E.D.).

Province of
British Columbia
Ministry of
Education

Ministry Policy Circular

83.03.30

POST-SECONDARY DEPARTMENT - POLICIES AND PROCEDURES
effective 82.03.22

DISTRIBUTION: General

MINISTERIAL POLICY ON THE PROVISION OF ADULT SPECIAL EDUCATION PROGRAMS IN THE PUBLIC EDUCATION SYSTEM OF BRITISH COLUMBIA

Policy

The Ministry of Education views adult special education as an integral part of the total educational enterprise within public education institutions. It is the policy of the Ministry of Education that those disabled adults whose needs can be met by a public educational institution will have reasonable access to appropriate learning opportunities.

Ministry Responsibilities

The Ministry of Education, subject to the Legislature approving funds, will be responsible for:

1. developing guidelines which will assist and encourage institutions to offer learning opportunities to disabled adults;

2. coordinating programs on a province-wide basis.

Other areas where the Ministry will be active will include: encouraging cooperation with and among appropriate federal, provincial and local agencies and institutions to develop a coordinated approach to financial assistance and general programming; ensuring the development of curriculum resources; providing and coordinating learning resources in specific instances where it is necessary to do so (e.g. for visually impaired students); and encouraging innovative programs and methods of delivery.

It is recognized that programs and services for the disabled adult require a differential level of financial support from other programs because of the nature of the services provided.

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The Ministry shall provide administrative support and financial allocation, subject to the Legislature approving funds, in such a manner as to ensure institutions have the capability to fulfill the responsibilities outlined in this statement. It will monitor the equity of institutional allocations and ensure fiscal accountability. The Continuing Education Division of the Ministry will serve as the locus of responsibility in relation to adult special education.

Institutional Responsibilities

The responsibility for the administration and delivery of adult special education services and programs rests with individual institutions. It is recognized that all institutions will not be able to provide all services to the disabled. Some institutions will serve as regional or provincial level resources in highly specialized program or service areas. However, through a variety of delivery systems, a wide range of education opportunities for disabled adults throughout British Columbia will be provided, and wherever possible, social, financial, physical, transportational and geographical barriers to access will be ameliorated. Public education institutions are already required to comply with the B.C. Building Code. It is the Ministry's expectation, therefore, that new facilities will be physically accessible to the disabled, and that reasonable measures will be taken to make current facilities accessible in specific instances where physical access is required by a disabled adult student or students.

Many existing organizations and agencies also offer learning opportunities to disabled adults. Public educational institutions are just one area of opportunity for the disabled, and it is not the Ministry's intention to encourage educational institutions to duplicate or encroach upon educational opportunities which are already available to disabled adults.

It is the policy of the Ministry of Education that those disabled adults whose needs can be most appropriately met by a public educational institution will have reasonable access to appropriate learning opportunities. Public educational institutions have a particularly important role to play in assisting those disabled adults who have the potential for achieving a measure of independence.

As part of its mandate to provide programs and services to the communities it serves, each institution will be encouraged to provide disabled adults with adequate counselling and support services, access into existing programs, and specially designed programs, where necessary and appropriate. Institutions will be encouraged to provide professional development opportunities for instructional and support staff, and cooperate with all relevant agencies to facilitate the provision of necessary educational services to disabled adults such as technical aids, interpreter and notetaking assistance, suitable transportation and financial assistance.

Definitions

Disabled Adults - persons who possess physical, neurological, mental and/or emotional problems which significantly limit and/or interfere with their education. Such a person may be learning disabled, mentally disabled, physically disabled, visually impaired and/or hearing impaired.

Adult Special Education - those access/support services and programs which enable disabled adults to be integrated into existing institutional programming and/or to achieve a greater degree of independence.

Province of
British Columbia
Ministry of
Education

Ministry Policy Circular

04 83.06.27

Work Study/Work Experience Programs: Coverage for Students

ISSN 0823 0765

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Legal References:

- Schools Act:

"Board to secure approval for Work Study-Work Experience Education Program
136. (160) Where a board wishes to send students on a Work Study-Work Experience Education Program it shall obtain the approval of
(a) the Minister of Education or person designated in writing by that minister, and
(b) the Minister of Labour or person designated in writing by that minister.

- Workers' Compensation Act-1974

"WHEREAS the Department of Education has initiated a Work Study - Work Experience Programme for students of 15 years of age upwards who are on a programme which has previously been sanctioned by the Department of Education and the Department of Labour;

APPROVAL BE GIVEN to the Workers' Compensation Board to deem students in such Work Study - Work Experience Programmes to be workers of the Crown in right of the Province upon the following terms and conditions

(1) medical aid is payable in all cases.

(2) the other compensation provided by the Act is payable in case of death or permanent disability and in case of temporary disability where the student suffers an actual loss of earnings by reason of the injury.

(3) reports of injury are to be made to the Board by the Department of Education."

- Workers' Compensation Act-1974 Amendments (Subsection 7)

(7) "Where a person or group of persons is engaged in a work study program, or any other program of self-improvement involving work, whether or not the person or group receives payment for the work, the *Board may

(a) on the application of any employer or a program organizer, and upon such terms and conditions as the *Board may direct, by order, admit the person or group as being within the scope of this Part, and upon such admission, the person or group shall be deemed to be workers to whom this Part applies, and the *Board may levy assessments upon the employer or program organizer by such formula as the *Board may determine; or

(b) with the approval of the Lieutenant-Governor in Council, deem any person or group engaged in such program to be workers of the Crown in right of the Province, upon such terms and conditions as the *Board may determine.

- Workers' Compensation Board Regulation Re: Coverage Under Section 5(7) (a)

"Applications for coverage under Section 5(7) (a) of the Act will only be considered if:

(1) There is a period of training taken in a standard work place environment in the community as opposed to a work place established specifically for the purpose of the group;

(2) The coverage applied for is only to be effective for injuries or diseases arising out of and in the course of employment in that work place;

(3) The applicant is prepared to accept the terms and conditions set down for such coverage by the Board."

Coverage

The intent of this agreement and subsequent legislation and regulation was to remove obstacles in the way of School Board's placing students in work experience situations by protecting employers who agreed to placement in the case of accident or injury.

In keeping with that intent, School Districts should recognize that Workers' Compensation Board coverage applies only to students placed in standard workplace environments. Students placed in work experience situations arranged for the specific purpose of providing work experience for students with no employer-sponsor relationship other than the school are not eligible for Workers' Compensation Board Coverage. Claims arising for this type of program, will not be processed by Workers' Compensation Board.

Students are insured for Third Party liability under the provision of the basic School District insurance plan while they are engaged in activities related to the curriculum. This policy does not, however, protect students for personal injury where no one is liable, in the case of an accident.

The Ministry is aware of situations in Districts in which students are not protected by Workers' Compensation Board, nor by other insurance for personal injury or disability or disease, while on approved work experience.

Districts are cautioned, therefore, that such insurance should be negotiated for these situations set up specifically for the purpose of providing work experience in a non-standard workplace situation. Reed Stenhouse representatives should be contacted in this regard.

Further Clarifications

Because placements in non-standard/workplace environments may serve the goals of work experience, they may be approved by the Ministries of Education and Labour- even though WCB protection does not apply. Districts are reminded, however, that certain guidelines apply to approval.

- Terms of the Employment Standards Act do not apply.
- The school must have parent or guardian approval in writing before a student under the age of majority can be enrolled in the program.
- Wherever it is at all possible, work experience should take place outside of the school attended by the student. Work Experience in the school itself is not recommended; however, if permitted, it should be limited to work in a school different from the one attended by the student.
- There must be a written agreement between the student and the employer which must be signed by the parent or guardian and an authorized representative of the School Board (usually the Principal of the school). The Work Experience teacher and, where applicable, the union representative must also sign the agreement.
- Work Experience is for all students 15 years of age or older who desire this experience and who in the opinion of the school personnel can benefit from exposure to the world of work. Each school district should set as own priorities consistent with its own needs and experiences.
- Students enrolled in Career Preparation Programs are subject to the special Work Study-Work Experience criteria for these programs.

- In the interests of the program and the student, it is essential that good judgement be used when matching the student with a work station.
- A condition of the approval to offer the Work Study-Work Experience program is that the school will make an annual report of the program in written form to the School Board. These reports should be available, upon request, to external agencies.

Further Information

Complete packages of information regarding Work Study-Work Experience Programs were sent to Districts last year.

A booklet entitled "Work Study - Work Experience Programs in British Columbia Secondary Schools (1982)" should be referred to for guidelines regarding these programs.

If you have any further enquiries contact:

Mr. Bob Overgaard
Director, Curriculum Development Branch
Ministry of Education
#221-835 Humboldt Street
Victoria, B.C.
V8V 2M4

Province of British Columbia
Ministry of Education

Ministry Policy Circular

10 | 83.12.07

Policy Statement on Services of Provincial Resource Centre for the Visually Impaired

DECEMBER, 1983 ISSN 0823 9765

DISTRIBUTION:

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Provincial and Territorial Ministries of Education	

Visually impaired students are enrolled in schools throughout the Province and effective instruction of these students often requires special-format material and equipment. Some of the minor aids to learning and personalized equipment can usually be supplied by parents. Some larger items which are commonly available can be supplied by schools. Local acquisition of some specialized instructional resources, however, may be difficult and costly.

The Ministry has, therefore, established a central pool of essential instructional resources which schools and parents might find difficult to obtain. This collection of materials and equipment is held by the Provincial Resource Centre for the Visually Impaired and items may be borrowed at no cost by school districts and independent schools enrolling visually impaired students.

Many instructional materials have been especially produced in braille or audio editions by the Provincial Resource Centre for the Visually Impaired (with the permission of the copyright holder) and are not available elsewhere. Where copyright permits, it is, therefore, desirable to make copies from the Resource Centre owned masters available at cost to other educational institutions and students.

....2

The Policy:

A. The Provincial Resource Centre for the Visually Impaired provides the following services to school districts and independent schools enrolling visually impaired students:

1. Loan of talking-book cassette tapes of any prescribed or authorized textbooks required to give visually impaired students access to curriculum resources available to other students.

2. Loan of braille transcriptions of a selection of prescribed and authorized textbooks such that braille texts will be available in every course at every grade level.

3. Loan of large-print reference materials such as dictionaries, atlases, etc.

4. Loan of the following specialized instructional equipment items:

   braillewriters
   Optacons
   Optacon typing systems
   closed circuit television readers
   talking calculators
   special-format tape recorders, e.g. 4 track

5. Applications for the loan of Optacons or closed circuit television readers must be accompanied by an educational and an ophthamological assessment which verify that the student is blind or partially sighted, and that this equipment will significantly enhance the student's learning capacity.

6. Equipment may be borrowed for as long as the school enrolls the student and the demonstrated need exists.

7. The Ministry will make available to "print-handicapped" students in British Columbia schools copies of audio books from the master tapes in the collection of the Provincial Resource Centre for the Visually Impaired on a cost recovery basis if they satisfy the requirement of copyright restrictions.

....3

B. The Ministry will support special education use of non-print format materials by other educational institutions and students as follows:

1. The Ministry will encourage colleges to develop collections of special format editions of instructional materials.

2. The Ministry will, through the Provincial Resource Centre for the Visually Impaired, provide information on suppliers and producers of such materials.

3. The Ministry will make available to students, in educational institutions other than British Columbia schools, copies of braille and audio books from masters in the collection of the Provincial Resource Centre for the Visually Impaired on a cost recovery basis. These materials shall be for use by "visually impaired" or "print-handicapped" students who satisfy the requirements of copyright restrictions.

Attachments: Loan criteria for major equipment items and application forms.

Enquiries concerning this circular should be directed to:

Dr. Brian Cox
Coordinator
Provincial Resource Centre
for the Visually Impaired
4196 W. 4th Avenue
Vancouver, BC
V6R 4J5 Phone (604) 224-2355

PROVINCIAL RESOURCE CENTRE FOR VISUALLY IMPAIRED

SPECIAL EDUCATION DIVISION, MINISTRY OF EDUCATION

Application for Loan of Optacon and Accessories for Use by Blind Students in British Columbia

A. The Student:

NAME: DATE OF BIRTH:

SCHOOL ATTENDING:

GRADE:

COURSES TAKEN IN CURRENT SCHOOL YEAR:

____

____

____

____

B. Optacon Assessment:

Has the above student been assessed? YES ☐ NO ☐

If the above answer is 'Yes'

a) give the date of the assessment: ____________________

b) attach the detailed appropriate assessment report* to this application.

* The assessment report must be signed by an Optacon instructor with recognized training.

C. The Planned Optacon Instruction Program:

Has the student been trained to use the Optacon? YES ☐ NO ☐

If the above answer is 'Yes'

a) how long has the student used the Optacon? ____________________

b) give the name of the teacher/instructor from whom the student received the training.

____

If the above answer is 'No'

a) when will the student start receiving the training?

____

b) supply the details of the teacher/instructor who will provide the training:

NAME OF TEACHER/INSTRUCTOR:

POSITION:

QUALIFICATIONS (including training in Optacon Instruction):

____

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-2-

The Planned Opticon Instruction Program: (Cont'd)

Give a brief description of the planned program of Opticon instruction:

____

____

____

____

D. Equipment and Materials:

1. Accessory items already available in the school district:

   ____

   ____

2. Accessory items being requested from the PRCVI:

   ____

   ____

   ____

Signature: ____________________
District Superintendent
School District No.

School District contact person: Name ________________ Telephone __________

Note: 1. This form must be signed by the District Superintendent of Schools.

2. All Sections of the form must be completed.

3. Please return this form to:

Edward Y.P. Law
Provincial Coordinator, Program
for Visually Impaired
Ministry of Education
Special Education Division
7551 Elmbridge Way
Richmond, B.C. V6X 1B8

FOR MINISTRY USE ONLY

a) This application for loan of an Opticon has been approved and forwarded to the Provincial Resource Centre for the Visually Impaired.

b) This application has not been approved for the following reason:

____

____

Signed ____________________
Provincial Coordinator of
Programs for Visually Impaired

PROVINCIAL RESOURCE CENTRE FOR VISUALLY IMPAIRED

SPECIAL EDUCATION DIVISION, MINISTRY OF EDUCATION

Application for Loan of Closed Circuit Television (CCTV) Reading System for Use by Visually Impaired Students in British Columbia

A. The Student:

NAME: DATE OF BIRTH:

SCHOOL ATTENDING:

GRADE

COURSES TAKEN IN CURRENT SCHOOL YEAR:

____

____

____

____

____

B. Vision:

To assist the Ministry of Education to determine eligibility of the student, the following reports must be attached to this application:

1. An eye report including a detailed low vision assessment as well as information on etiology and prognosis.

2. A Visual Functioning Report* by a qualified teacher of visually impaired students.

* The report should include information relating to the student's functioning vision at school. An assessment report such as the Visual Functioning Assessment developed by Dr. Swallow would be appropriate.

C. The Planned Use of the CCTV:

1. Has the student been trained to use a CCTV? Yes. ☐ No. ☐

If the above answer is 'yes'

a) indicate type or model of equipment used ____________________

b) how long has the student used a CCTV? ____________________

c) give a brief description as to how a CCTV might help the student in his/her work at school:

____

____

____

____

____

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-2-

The Planned Use of the CCTV: (Cont'd)

If the answer is 'no' (see page one)

a) indicate who would train the student to use the CCTV:

NAME OF TEACHER: ____________________

POSITION: ____________________

QUALIFICATIONS: ____________________

b) indicate type or model of equipment to be used ____________________

c) give a brief description of the training program and the assistance available to the student:

____

____

____

____

Indicate the main subject areas and activities in which the CCTV is intended to be used:

____

____

Signature: ____________________
District Superintendent
School District No.

School District contact person: Name ____________________ Telephone ____________

NOTE: 1. This form must be signed by the District Superintendent of Schools.

2. All Sections of the form must be completed.

3. Please return this form to:

Edward Y.P. Lau
Provincial Coordinator, Program
for Visually Impaired
Ministry of Education
Special Education Division
7651 Elmbridge Way
Richmond, B.C. V6X 1B8

FOR MINISTRY USE ONLY

a) This application for loan of a Closed Circuit Television Reading System has been approved and forwarded to the Provincial Resource Centre for the Visually Impaired.

b) This application has not been approved for the following reason:

____

____

Signed ____________________
Provincial Coordinator of Programs for
Visually Impaired

Province of
British Columbia
Ministry of
Education

Ministry Policy Circular

11 | 83.12.20

CHILD ABUSE POLICY

DECEMBER, 1983 ISSN 0823 0765

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Role of the School and Teacher

Schools play a unique role in the identification and reporting of abused and neglected children. This is the first step in ensuring that children are provided with the protection they require and that parents are given help to change their possible negative child rearing practices. It is worthy of note that reports consistently indicate that approximately half of all abused children are of school age.

Since teachers are in daily contact with children and are skilled observers of children's behavior they are frequently the first adults to become aware of situations which may be indicative of abuse or neglect. The school may be the only place where an abused or neglected child feels safe and in contact with caring adults.

It is essential that teachers and counsellors listen carefully and take seriously comments made by children which may be indicative of abuse or neglect. This may be an uncomfortable situation for teachers but it can be literally a "life saver" in some cases.

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Many adults who were abused as children report that their attempts to inform adults of their situation were unsuccessful because they were not believed.

District and school administrators as well as teacher associations share responsibility for increasing the awareness and knowledge of teachers about the incidence and identification of child abuse, and about their responsibility to report all suspected cases. Efforts should be made to develop effective in-service programs, using available community or provincial resources to enhance this knowledge and awareness.

Indicators of Abuse

There are some behaviors on the part of children or parents which may be indicative of abuse. The following list provides some examples which, taken in combination, should alert teachers to this possibility.

1. Sudden changes in a child's behavior, including marked mood swings.
2. Unexplained physical injuries.
3. Hoarding or stealing food.
4. Very early arrivals at or late departures from school.
5. Untreated medical problems.
6. Inadequate clothing.
7. Extreme withdrawal and/or passivity.
8. Parents who
   - are uncooperative with the school.
   - may be abusive and/or aggressive with teachers or principal.
   - consistently fail to keep appointments at school.
   - show little concern for their children.

Reporting Procedures

The Family and Child Service Act (1980) requires that every person who has reasonable grounds to believe that a child is in need of protection report the circumstances immediately to the Superintendent of Family and Child Service (or delegate). The responsibility for investigating such reports rests with Ministry of Human Resources district supervisors or social workers who are so designated. Teachers or other school staff who have "reasonable grounds" are thus required by law to report to the local Ministry of Human Resources office.

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Most school districts have established internal procedures for reporting such suspicions to the principal and Superintendent of Schools, and consulting with the Community Health Nurse. These practices should be encouraged. However, it should be understood that by law responsibility for reporting rests with the person who has reasonable grounds to suspect the abuse.

Investigations

A report to the Ministry of Human Resources will result in an investigation by a social worker who has been delegated by the Superintendent of Family and Child Service. There may be a request to the principal that the social worker be permitted to interview the child at school. It is expected that the procedures to be followed will be mutually agreed to, but it is important to note that the Family and Child Service Act specifically states that an investigating social worker has the right of access to a child in any premises (with a warrant, if necessary).

It should be noted that, as a matter of policy, all allegations of sexual abuse are reported to the police by the Ministry of Human Resources.

When a child is to be interviewed by a social worker at school it is often helpful if the teacher who knows the child best prepares the child for the interview by telling him/her about the social worker and his/her role and the purpose of the interview. This teacher may also introduce the child to the social worker.

A teacher may observe behavioral or other changes in the child following the interview (especially if the child has made disclosures about abuse) and it is very helpful if these observations are passed on to the investigating social worker.

There are, unfortunately, some instances of allegations of abuse by school personnel. These cases must also be reported to the Ministry of Human Resouces as required by the Family and Child Service Act. However these situations will be primarily dealt with by the Superintendent of Schools in terms of standards of practice. For further details on procedures in these cases, see Schools Department Circular 175 (83.01.26).

It should be noted that this circular is not intended to place undue emphasis on this problem area but rather is intended to outline procedures to cover those rare instances where allegations of child abuse are made against school personnel.

Guidelines

Schools can identify, report, and monitor a situation to ensure that a child is indeed receiving necessary protection. Some

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reminders are listed below to help in identifying the situation. Identification can itself be preventive in nature.

1) Be familiar with the high risk factors and clues of neglect and abuse. It is up to the teacher to report his/her concerns or suspicions. When the Ministry of Human Resouces receives the report, a social worker will assess the total situation.

2) Children are entitled to adequate care - food, clothing, shelter, medical attention, and safety.

3) Reporting a suspected case of abuse or neglect is not only to protect a child but to help a parent. There are two victims of abuse and neglect...the child and the parent. Be aware of a parent's right to be treated with respect.

4) Do not delay making a report of suspected child abuse or neglect until the end of the school year. Some teachers and/or principals may feel anxious about the care the students are going to receive during the summer. However, referrals made at the last moment in June eliminate the possibility of a positive, supportive and co-operative relationship between the social worker, school and family.

5) When child abuse or neglect is suspected, a case conference should be called including the Community Health Nurse, the Ministry of Human Resources social worker for your area, the school personnel involved with the child and, in addition, any other workers known to be involved with the child and his family from other community agencies such as Mental Health, Corrections, Youth Programs, etc.

6) Encourage staff training in abuse and neglect by involving other community agencies. An understanding of the dynamics of abuse and neglect is crucial to ensure that families receive support and help. An understanding of community agency roles is important to ensure that a child does indeed receive protection and a parent is helped.

7) Parent-Teacher Associations, Community Schools and Adult Education can do much to offer opportunities for discussion and relevant courses on Parenting, Family Life and Child Care.

8) The school's curriculum can also help adolescents to become more adequate as parents by providing Child Development, Family Life, Interpersonal Relations and other related courses. Many schools have resources which go far beyond identifying and reporting. Schools can play a role in prevention of possible child abuse or neglect by helping prepare young people for parenting.

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Interviewing Children

For some of you who work in rural areas or a small town a social worker is not always available. Many teachers are in a position to talk to a child first to see if a report to the Ministry of Human Resources is necessary. Teachers are not responsible for the assessment of an abusive family, however, they are certainly in a position to assist a social worker in the assessment process.

Often it is fairly easy to see if a child is being abused or neglected through observation of unattended medical problems, bruises, inadequate clothing, malnutrition, etc. However, many children do not show visible signs of neglect or abuse. Instead, their conversations alert us to the potential or actual ongoing occurrences. In both instances, when there are indications of possible maltreatment or negligence, you should feel free to talk to a child to verify your concerns.

Interviewing must be done with sensitivity and caution.

It is important to remember that children may be afraid of "authority figures", and often believe that what they say will be disapproved of or cause punishment or rejection. Most children are afraid of betraying their parents - they fear the loss of love or futher punishment. Some children will be embarrassed by a teacher noticing marks and talking about possible neglect or abuse. Children are selfconscious when their parents' adequacies may be questioned. Others (especially young children) may not view themselves as being abused or neglected. Because of limited experiences, vocabulary and consciousness they do not know the care they are given may be inadequate, harsh or abusive.

1) Use a private quiet room; make sure there will be no interruptions.

2) Be "up front"; explain why you wish to talk to him or her. Share with the child your concern about any visible marks, the child's health, safety, etc.

3) Ask only questions which relate to your concerns and the child's condition.

4) Design questions so the child can answer them.

5) Use words that are part of the child's vocabulary.

6) Keep questions short so the child can remember them.

7) Begin with comfortable basic information such as where the child lives, how many brothers and sisters, etc.

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8) Questions should be open-ended so as not to limit the child's response, i.e., "What do your parents do when you have been naughty?" is a more appropriate question than, "Do your parents spank you?" which elicits a yes/no reply.

9) Listen and absorb what the child is trying to tell you.

10) Respect silence; don't rush the child.
11) Do not put words in the child's mouth nor allow your own preconceptions of the child's condition to interfere; many marks can be from accidents, not abuse.

12) If you know, tell the child what is going to happen, and why. For example, explain that the child will be seen by a Community Health Nurse or doctor to make sure he or she is all right, or that a social worker may have to talk to the child and the parents.

Assure the child your conversation and any other necessary interviews will be held in confidence.

Record notes from the interview so that salient information can be recalled at a later date.

If you are in any doubt as to whether or not to report, have your concerns conferenced with other workers in the community to ensure that help is delivered, or to determine that no involvement is necessary.

Effects of Abuse/Neglect on School Age Children

There has been increasing interest and study related to the effects of abuse on school age children. These include significant delays in language and gross motor development, underachievement, poor social skills. (For summary of research see Broadhurt, Diane D. 1980. "THE EFFECT OF CHILD ABUSE AND NEGLECT ON THE SCHOOL-AGED CHILD". In Volpe, R., Breton, M. and Mitton, J., "THE MALTREATMENT OF THE SCHOOL-AGED CHILD". Toronto: D.C. Heath and Company). Schools can offer help and support to these children by providing:

- in-service to teachers (in conjunction with other community agencies) on indentification and available community resources.
- for special needs by appropriate programming at school.
- emotional support from consistent and caring adults.
- opportunities for the development of positive peer relations.

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Enquiries concerning this circular should be addressed to:

Marilyn Epstein
Director of Special Education, Administration
Division of Special Education
Ministry of Education
7451 Elmbridge Way
Richmond, B.C.
V6X 1B8

PHONE: (604) 278-3433

SCHOOL ACT AND REGULATIONS

EXCERPTS FROM
SCHOOL ACT (1980)
AND SCHOOL ACT REGULATIONS

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SCHOOL ACT, 1980

SECTION 16 ...The Lieutenant Governor in Council may, by regulation,

(e) establish and cause to be operated a Provincial school or schools in the Province, provide in them specialized types of education including vocational and technical education, and education for deaf children and for blind children, and prescribe the rules for their operation and the tuition fees to be charged to the parent or guardian of a child attending a Provincial school, to the board of the school district where the child normally resides or to both the parent or guardian and the board;

SECTION 89

The board of a district may

(c) authorize the appointment of employees, in addition to teachers, considered necessary by the board to secure the efficient operation of the public schools of the school district, fix wages or remuneration, and, by lawful process, dismiss a person so appointed;

SECTION 100

(1) Each school medical officer shall, as required by the Ministry of Health, make or cause to be made examinations as to the general health of pupils attending schools in the school district.

(3) If the school medical officer considers that the health condition of any pupil is such as to endanger the health of the pupils attending a school, he shall so report to the board, giving the name of the pupil concerned.

(4) The board of school trustees shall promptly act on the report, and shall remove from a school a pupil whose health condition is reported by the school medical officer as being dangerous, and that pupil shall not be permitted to return to the school until he delivers to the board a certificate signed by the school medical officer permitting his return.

(5) If a teacher suspects a pupil is suffering from a communicable disease or other physical or mental condition inimical to the health or welfare of the other pupils, he shall report the matter to the school medical officer, to the principal and to the district superintendent, and may exclude the pupil from school until a certificate is obtained for the pupil from the school medical officer or a private medical practitioner permitting the pupil to return to the school.

SECTION 101 On receipt of a report under section 100 (5), a district superintendent shall

(a) call a meeting of the principal, teacher and the other persons he considers appropriate to consider and recommend to him alternatives suitable for the education of the child; and

(b) advise the board and school medical officer of the school district of the recommendations made under paragraph (a) and measures being taken to provide for the child's education.

SECTION 105 Pupils whose sight is so defective as to handicap them in their studies, and who, through lack of means, are unable to avail themselves of remedial measures, may, at the discretion of the board and at its expense, be provided with eye-glasses prescribed by a physician or optometrist.

SECTION 113

(1) Subject to the exemptions under subsection (2), every child over the age of 7 years and under the age of 15 years shall attend some public school during the regular school hours every school day, and every parent or guardian who fails or neglects to cause such a child under his care to attend some public school during the regular school hours every school day commits an offence and is liable on conviction to a fine not exceeding $10, and each day's continuance of this failure or neglect shall constitute a separate offence.

(2) On the prosecution of a person under this section for an offence with respect to the failure of a child to attend at public school, it shall constitute a good defence to prove

(a) that a child is being educated by another means satisfactory or tribunal before whom the prosecution takes place;

(b) that the child is prevented from attending school by sickness or another unavoidable cause;

(c) that there is no public school open which the child can attend within a distance of 4.8 km, measured according to the nearest passable road, from the residence of the child, and that in that case the board has not provided a conveyance service within a distance of 3.2 km, measured according to the nearest passable road, from the residence of the child to take the child to and from the school to which he is assigned by the board; or

(d) that the child has reached a standard of education equal to or higher than the standard to be attained in any public school within a distance of 4.8 km, measured according to the nearest passable road from the residence of the child, and that the board has made no provision for his conveyance to and from a school which provides a higher standard of education than that already attained by him.

(3) A person shall not be prosecuted for an offence under this section without the consent of the board of the school district in which the offence is alleged to have been committed, or of a person appointed by the board to represent the board for the purposes of this section, or of the minister.

SECTION 119

(1) The board of each school district shall, as required, after considering the recommendation of the district superintendent of schools, appoint or authorize the appointment of properly qualified persons as teachers in the school district, assign or authorize the assignment of those teachers under section 6 (1)(e), and enter contracts with them, as provided in this Act.

(2) Every appointment made by a board, except a probationary or temporary appointment made under the regulations, and every contract relating to it, shall be deemed to be a continuing contract until terminated as provided in this Act; but no appointment made to fill a vacancy caused by the dismissal or termination of the contract of a teacher who, within 10 days from receiving the written notice of dismissal or termination, sends by registered mail to, or serves on, the board a copy of an appeal or request for review sent by him to the minister shall be deemed to be a continuing contract, unless the action of the board in dismissing that teacher or terminating his appointment is confirmed by a board of reference or review commission.

(3) A board may authorize the assignment of teachers under section 6 (1)(e) as

(a) principals, head teachers and vice principals; or

(b) school district supervisory personnel in the numbers and with the powers and duties prescribed by the regulations,

and may, under section 120, transfer a teacher so assigned.

(4) A person who was appointed to a position referred to in subsection (3) as enacted by the Public Schools Amendment Act, 1976, under a provision respecting the appointment that was in force at any time prior to the coming into force of that subsection, shall be considered to have been assigned to the position under that subsection.

(5) Notwithstanding subsections (3) and (4), a board may, after considering the recommendation of the district superintendent of schools, authorize the assignment of a teacher to a position referred to in subsection (3) by a term assignment.

(6) Subject to the regulations of the Lieutenant Governor in Council, the board may authorize the assignment of a teacher to a position referred to in subsection (3) by a temporary assignment only where the position is temporarily vacant.

REGULATIONS PERTAINING TO SECTION 119 OF THE SCHOOL ACT (School Act Regulations, 1981 is the source used.)

41.(119) Supervisory personnel includes directors of instruction, supervisors, and teacher consultants.

42.(119) (1) Subject to subsection (2), there shall not be in any school district more than one supervisory person for every 1,500 pupils.

(2) Where there are less than 1,500 pupils in any school district, one supervisory person may be employed.

43.(119) Every supervisory person shall be under the general supervision and direction of the District Superintendent for the school district who shall, with the approval of the Board of the school district, assign him his duties.

44.(119) Any person who is a Canadian citizen and who possesses a university degree and is eligible for a professional certificate under the Act, may be considered as a candidate for appointment as a director of instruction, supervisor, or teacher consultant.

45.(119) Before a new supervisory position is created, approval shall be obtained from the Ministry.

46.(119) No person shall be appointed to a supervisory position unless his appointment is first approved by the Ministry.

47.(119) A director of instruction shall, under the direction of the District Superintendent, by conferring with principals singly or in groups, by meeting with teachers, by visiting classrooms and observing the learning situations, and by carrying out such other duties as are designed to improve instruction, co-ordinate the work of the grade levels within the schools in the areas of his responsibility.

48.(119) The primary function of a director of instruction is to improve instruction within the grade level area for which he is responsible and, in performing this function, he shall have free access to any school, classroom, or school record.

49.(119) (1) Where a director of instruction is empowered to do so by order of the Minister, he may inspect learning situations in classrooms; and may inspect the work of a principal, head teacher, vice principal or school district supervisory personnel; and may inspect the work of school district personnel appointed under Section 55, and issue reports.

(6) (2) The reports shall be countersigned by the District Superintendent and shall thereupon have the full force of reports issued by the District Superintendent.

50.(119) A supervisor shall, under the direction of the District Superintendent, carry out duties designed to help teachers improve classroom instruction, and in the performance of his duties shall have access to any classroom.

51.(119) A supervisor shall not evaluate the work of any teacher in a written report.

52.(119) A teacher consultant, under the direction of the District Superintendent, shall, by observation, demonstration, consultation, and visitation, upon the request of the teacher, the principal, or the District Superintendent, assist teachers in improving classroom instruction.

53.(119) A teacher consultant, in his discussions with the principal or with the District Superintendent, shall not make any evaluation of individual teachers.

54.(119) A teacher shall not be assigned as a consultant for a term exceeding two years.

55.(119) Any school district personnel not specifically mentioned in these regulations, but employed in an instructional capacity, such as a special counsellor, district librarian, director of tests and measurements, director of adult education, and relieving teacher, shall be under the direction of the District Superintendent and shall perform such duties as may be approved by the Board in his terms of appointment, but shall not be considered as a school district supervisory person, and his duties shall not include those of a director of instruction, supervisor, or teacher consultant.

SECTION 154

(1) In this section "boarding house" includes a private dwelling or apartment, a lodging house, hotel or school dormitory, and an institution in which children may board, other than a charitable institution approved for the purposes of this section by the Lieutenant Governor in Council; and "boards" includes lives, abides, dwells and lodges.

(2) For the purposes of this Act, a pupil whose parent or guardian resides elsewhere shall not be deemed resident in a school district by reason only that he boards at a boarding house in the school district or municipality, unless he is a pupil whose parent or guardian resides in a part of the Province not in a school district.

(3) Subsection (2) applies where the board and lodging of the pupil are supplied free, and also where they are paid for in money or by work or services, and the residence of a pupil shall be determined without regard to any guardianship constituted by indenture or agreement.

(4) For the purposes of this Act, a child placed in a home in a school district with the approval of the Minister of Human Resources shall be regarded as a resident of that district.

SECTION 155

(1) The board of each school district shall,

(a) except as otherwise provided in this Act, provide sufficient school accommodation and tuition, free of charge, to

(i) all children of school age resident in that school district; and

(ii) children not more than one year younger than school age, in accordance with the regulations;

(d) pay tuition fees on behalf of any pupil of school age normally resident in the school district, and who is necessarily confined, as certified by a medical practitioner, for a period of one month or longer to a hospital or other medical rehabilitation centre in another school district, and who is receiving, in the hospital or centre, regular instruction in classes provided by the board of the district in which the hospital or centre is located;

(f) where dormitory accommodation for pupils is provided, make and cause to be enforced the rules for the management of dormitories and the supervision of pupils accommodated in them; and

(g) pay tuition fees charged to the board under regulations made under section 16 (e).

(2) The board of a school district need not provide school accommodation for a child to attend Grade 1 unless he

(a) presents himself or is presented for admission to a school within 2 weeks of the day on which the school opens in September; or

(b) has attained a standard of education equivalent to that of the pupils attending Grade 1 in the school to which he seeks admission at the time he presents himself or is presented for admission.

REGULATIONS PERTAINING TO SECTION 155 OF THE SCHOOL ACT (School Act

Regulations, 1981 is the source used.)

SPECIAL EDUCATION PROGRAMS

96.(155) Special education programs, including the establishment of special classes or other special provisions for the school accommodation and tuition of children with learning handicaps, shall be recognized for the purposes of calculating the cost of the basic education program in accordance with section 181 of the Act only if they are established and operated in accordance with these regulations and with the requirements of the Ministry.

97.(155) Subject to these regulations, the Ministry may approve the establishment or operation of special education programs for the instruction of children with learning handicaps.

98.(155) The minimum number of pupils required for the establishment or maintenance of a program under the provision of Section 97 shall be established in each case by the Ministry.

99.(155) Where the Ministry sets forth definitions and requirements for the establishment or operation of a special education program, no approval under these regulations shall be given unless the Board certifies that the program complies with those definitions and requirements.

SECTION 157

(1) The board of a school district may

(a) make an agreement with another board for the school accommodation and tuition in another school district of pupils resident in the district, or the school accommodation and tuition in the district of pupils resident in another school district, and the agreements shall fix the amount, if any, to be paid for the school accommodation and tuition, not to exceed the cost to the board for each pupil;

(c) where a pupil is compelled to live away from his family home to pursue his elementary or secondary education in a public school and no school dormitory facilities are provided, assist the parents or lawful guardians of the pupil in defraying the cost of his board and lodging;

(d) with the approval of the minister, enter and execute, or cause to be executed, an agreement with Canada for the education of Indian or other children for whose education Canada assumes responsibility;

(e) provide for and defray the cost of the conveyance to and from a school in the school district of pupils residing in apart of the school district that is a considerable distance from the school;

(h) provide for and defray the cost of the conveyance of pupils resident in the school district to a school in another school district if the pupils attend that school under an agreement entered into under this Act between the boards of the respective school districts;

(i) provide for and defray the cost of conveyance of pupils resident in the school district to a school or class operated under paragraph (m);

(j) enter a contract for the conveyance of pupils under this section covering a period not exceeding 10 years;

(k) provide, at fees fixed by resolution of the board, dormitory accommodation for pupils resident in the school district who live at a considerable distance from the school and for whom transportation to school is not practicable;

(l) admit to the dormitory pupils from other school districts on the terms it deems advisable;

(m) pay the British Columbia Association for the Mentally Retarded an amount towards the cost of education and training of a mentally retarded child normally resident in the school district who is authorized by the board to attend a special school operated by a chapter of, or an organization in affiliation with, the British Columbia Association for the Mentally Retarded and operating under regulations prescribed by the Lieutenant Governor in Council; and the amount shall be paid in accordance with the regulations, and

> (i) if paid towards the cost of education and training of a child who is not more than one year younger than the minimum school age and who is attending a kindergarten class, the amount or that portion of it that does not exceed 75% of the net operating cost of education per pupil on daily average attendance in the schools of the Province as stated in the latest published Annual Report of Public Schools of the Province of British Columbia, whichever is less; or
>
> (ii) otherwise, the amount or that portion of it that does not exceed 150% of the net operating cost per pupil on daily average attendance in the schools of the Province as stated in the latest published Annual Report of Public Schools of the Province of British Columbia, whichever is less.

shall form part of the expenses of the board;

(n) provide school accommodation for mentally retarded children who are being educated and trained under paragraph (m).

(2) For the purposes of subsection (1)(e) "pupil" includes a person enrolled in a school not under the jurisdiction of the ministry but which offers courses prescribed by the regulations.

REGULATIONS PERTAINING TO SECTION 157 OF THE SCHOOL ACT (School Act Regulations, 1981 is the source used.)

Payment of Moneys by Board in Aid of the Costs of Education and Training of Trainable Mentally Retarded Children

108.(157(1)) A Board shall not authorize the payment of any money to the British Columbia Association for the Mentally Retarded toward the cost of education and training of a child, unless

(a) the child ordinarily resides in the school district within which the Board has jurisdiction;

(b) the certificate of a screening committee has been received and filed and sets forth [illegible]

(i) the child is of school age, or is attending a kindergarten class for retarded children and is not more than one year younger than school age;

(ii) the child has a mental capacity incapable of development beyond that of a child of normal mental capacity at 8 years of age; and

(iii) the child is recommended for training.

109.(157(1)) A screening committee shall be composed of

(a) the School Medical Officer;

(b) the District Superintendent of Schools or a representative selected by him from among the supervisory or other school district personnel employed under Sections 41 to 55;

(c) the principal of the public school which the child would normally attend; and

(d) two local representatives of the British Columbia Association for the Mentally Retarded.

110.(157(1)) Where a certificate is received by a Board in accordance with section 108, the Board has authority to pay to the British Columbia Association for the Mentally Retarded moneys on behalf of the child in respect of whom the certificate is given while the child is in attendance at a school operated by a chapter of, or an organization affiliated with, the Association.

111.(157(1)) Payment made under section 110 shall be made once in each month upon receipt of a report of the attendance of the child concerned during the previous month made by the head instructor of the school attended by the child.

112.(157(1)) The chapter of or organization affiliated with the British columbia Association for the Mentally Retarded which operates the school attended by a child in respect of whom payments are made under Division (1) of Part 8 of the Act shall appoint an Education Committee of three members, one of whom shall be the member of the screening committee under section 109 (b).

113.(157(1)) The Education Committee shall, as a condition of payment of moneys to the Association by a Board under section 110;

(a) ensure that provision is made in the school for suitable accommodation, equipment, and supplies;

(b) ensure the employment in the school of an instructor, or instructors, and the designation of one instructor as head instructor;

(c) enlist the services in the school of such suitable voluntary helpers as may be necessary;

(d) control the admission and continued attendance of pupils to and at the school; and

(e) give general supervision to the course of training and instruction given in the school.

114.(157(1)) Where a child as qualified under section 108, attends a school, the head instructor shall, as a condition of payment of moneys to the Association by a Board,

(a) keep a register of daily attendance at the school, which shall be open to inspection on demand by any member of the Education Committee;

(b) group the children in the school into classes for education and training purposes;

(c) maintain suitable discipline in the school;

(d) assign duties to instructor and voluntary helpers;

(e) supervise the course of training and instruction given in the school;

(f) furnish a monthly report of the attendance of each pupil attending the school to the secretary-treasurer of the school district in which that pupil is normally resident;

(g) call to the attention of the Education Committee any case of unjustified or prolonged absence of pupils from the school.

115.(157 (1)) The school-year for schools operated under sections 110 to 112 is the same as that prescribed for public schools, and each child for whom grants are payable shall normally attend not less than two hours during each school-day. A school-day shall be a day upon which a child attends for not less than two hours.

116.(157. (1))Each chapter or organization conducting a school referred to in section 110 shall, as a condition of payment of moneys to the Association to the credit of the said chapter or organization by a Board, by the 31st day of January of each calendar year, submit an audited financial statement for the previous calendar year and a detailed estimate of revenue and expenditure for its school for the current calendar year to each Board concerned, to the Ministry, and to the British Columbia Association for the Mentally Retarded. The chapter shall also provide from time to time, such reports, returns, or information as the Board and the Ministry may require.

SECTION 158

Except as provided in this Act or the regulations, a board of a school district may impose on and recover from the parent or guardian of a pupil who is attending a school in the school district and

(a) who resides in an area not in the Province; or

(b) who is enrolled in a summer school class established under section 160 (a) offering instruction in a program not included in the Provincial curriculum,

a fee for tuition in accordance with the regulations.

SECTION 159

(1) Fees for school accommodation and tuition may be collected in advance, monthly or at the end of each school term or school year, as the board imposing the fee decides.

(2) A board may sue for and recover all fees imposed under this Division in a court of competent jurisdiction.

(3) All fees for school accommodation and tuition received or recovered shall be accounted for as part of the funds available for expenses of the board.

(4) A board may refuse to admit to school a pupil in respect of whom tuition fees which may be and are charged by the board are delinquent.

SECTION 160

The board of a school district may,

(a) in accordance with the regulations, maintain and make available one or more classrooms in a school building and employ a sufficient number of teachers for the instruction of pupils during the summer vacation, and the expenses incurred shall be borne and paid as part of the expenses of the board;

(b) admit to the schools in the school district, on payment of fees prescribed by the board under this Act, persons of school age residing outside the school district;

(c) provide school accommodation and tuition to persons over school age

(i) free of charge where the person is enrolled

(A) in an elementary or secondary school; or

(B) under paragraph (a) in a program included in the Provincial curriculum; or

(ii) either free of charge or subject to tuition fees, in the discretion of the board, for any other enrolment or program,

and for that purpose, if the approval of the minister is obtained, authorize the establishment and maintenance of the facilities the board considers necessary;

(e) authorize for use in public schools in a school district a course of instruction designed to meet local occupational or other needs, including, in accordance with the regulations, work experience for pupils;

(g) authorize the establishment and maintenance of education programs in day or night schools for the instruction of persons of 15 years of age and upwards who desire to obtain instruction in the ordinary courses of study prescribed for the public schools, or in industrial arts or home economics or in agricultural, commercial, technical, vocational or any other subject deemed desirable by the board and approved by the ministry; but no class in such an education program at which the number of persons in regular attendance is less than 10 shall qualify for ministerial grant;

(h) with the minister's approval, establish and operate special classes to educate and train mentally retarded children under the regulations; and

(i) close a school or class established under this section.

SECTION 181

(1) The Minister of Finance shall pay in each calendar year to the board of each school district a basic grant for that year, which shall be the difference between the cost of the basic education program for that school district, as finally approved by the minister, and the amount which can be raised in that school district by a basic levy.

(2) The cost of the basic education program for each school district for the calendar year shall be calculated by adding

(a) an amount determined in accordance with section 182 which multiplied by the number of approved instructional units determined in accordance with section 183, will be the total amount of essential operating expenses for administering, operating and maintaining all schools in the district; and

(b) an amount determined in accordance with section 182 which will be the total amount of all essential operating expenses for all auxiliary services provided in the school district.

(3) To determine the basic grant, the amount which can be raised by a basic levy shall be deemed to be the amount which can be raised for the calendar year on the net taxable value of land and improvements in the school district by a basic levy determined for that year by the Lieutenant Governor in Council.

(4) The basic grant and the amount which can be raised by a basic levy shall be adjusted by deducting from either or both, in the amount and manner specified by the minister, the amount of any surplus accrued in the immediately preceding calendar year and the amount of any miscellaneous revenue accruing in the current calendar year comprised in the annual budget of the board.

(5) Where in any calendar year, as a result of circumstances which the minister believes are beyond the control of a board, there occurs an increase in the operating expenses included in the budget of a school district as finally approved which causes those expenses to exceed the cost of the basic education program in an amount that, notwithstanding the payment of a basic grant in an amount as determined under subsection (1), would result in great public inconvenience or public hardship, or grave injustice to taxpayers in the school district, the Lieutenant Governor in Council may authorize, when deemed right and conducive to the public good, a supplementary grant payable by the Minister of Finance up to an amount that bears to the increase in operating expenses the same ratio that the basic grant bears to the cost of the basic education program.

(6) The board of each school district shall assume as its obligation the amount by which the total budget of the school district for operating expenses exceeds the sum of the basic grant and any supplementary grant calculated under this section.

REGULATIONS PERTAINING TO SECTION 181 OF THE SCHOOL ACT (School Act Regulations, (1981 is the source used.)

143. (181 (2)) No amounts shall be allowed in the determination of the essential operating expenses of a Board of a school district with respect to the conveyance of pupils unless the routes followed by the motor-vehicles, and the sizes of the motor-vehicles, have been approved by the Ministry.

144. (181 (2)) No approval shall be issued by the Ministry with respect to routes operated to convey pupils to summer schools, but transportation assistance may be allowed in accordance with the provisions of section 146.

145 (181 (2)) Where conveyance of pupils is provided by a Board, either by motor-vehicles owned and operated by that Board or by motor-vehicles contracted for by that Board, the amounts allowed as essential operating expenses of that service under section 182 (4) of the Act shall not exceed the amount calculated on the basis of the cost per mile of operation of such motor-vehicles on conveyance routes approved by the Ministry.

146. (181 (2)) When parents in an isolated area, where there are an insufficient number of pupils to establish a motor-vehicle route or a school of the appropriate grades, wish to provide school transportation for their children, the Board may pay, upon application from the parents, a transportation assistance allowance, but, for the purposes of section 182 (4) of the Act, the amount calculated in respect of such transportation assistance shall not exceed an amount determined by the Ministry based upon the number of pupils carried and the distance they are carried. Transportation assistance may also be paid with respect ot a child who is physically handicapped or attending a kindergarten class, but in such cases the provisions of section 149 do not apply.

147. (181 (2)) Where forms of conveyance other than those included in sections 145 and 146 are used, the amounts allowed under section 182 (4) of the Act shall be such amounts as are approved by the Ministry.

148. (181 (2)) Reports from school districts in respect of operating expenses necessary for the conveyance routes operating within school districts shall be submitted to the Ministry in the form and manner required.

149. (181 (2))Grants shall be paid with respect only to the conveyance of pupils

(a) who are enrolled in Grades I, II, and III, and who live more than 4.0 km. by the nearest passable road from public school in which there is a grade for the pupil;

(b) who are enrolled in Grades IV to XII, inclusive, and who live more than 4.8 km. by the nearest passable road from a public school in which there is a grade for the pupil.

SECTION 182

(1) Subject to this section, the amount for each instructional unit to be used in calculating the cost of the basic education program under section 181 shall be the amount obtained by dividing the total operating expenses of the boards of all school districts for administering, operating and maintaining all the schools in the districts as determined for the preceding calendar year by the number of instructional units determined for that year under section 183.

(2) The total operating expenses of the boards of all school districts referred to in subsection (1) shall, unless the Lieutenant Governor in Council otherwise directs, only comprise the amounts specified by the minister as eligible for a basic grant under section 181 and shall not include the operating expenses of an auxiliary service taken into account for the purposes of section 181 (2)(b).

(3) The amount for each instructional unit may, by regulation, be adjusted by all or part of the change in the Consumer Price Index for Canada published by Statistics Canada under the "Statistics Act" (Canada) for the year ended the preceding August 31.

(4) The total amount of essential operating expenses of a board of a school district for all auxiliary services in the school district to be used in calculating the cost of the basic education program under section 181 shall only comprise the amounts determined for the preceding calendar year in accordance with the regulations, or as specified by the minister as eligible for a basic grant under section 181.

(5) The total cost of the basic education program under section 181 calculated for all school districts on a Province wide basis shall not be less than 95% of the total operating expenses for all school districts determined under this section.

SECTION 193

The Minister of Finance shall pay, out of money appropriated by the Legislature for that purpose, all expenses of establishing and maintaining and operating a Provincial school under this Act.

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